DOCUMENT RESUME

ED 269 091 JC 860 240

AUTHOR	Watts, Gordon E., Ed.
TITLE	The Journal of Staff, Program, & Organizational Development; Volume 1, Numbers 1-4, 1983.
PUB DATE	83
NOTE	125p.
AVAILABLE FROM	New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076 ($14.00, individuals; $20.00, libraries; $12.00, quantity).
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (120) -- Reports - Descriptive (141)
JOURNAL CIT	Journal of Staff, Program, & Organizational Development; v1 n1-4 1983
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Faculty Development; Faculty Evaluation; Instructional Improvement; Merit Pay; *Organizational Development; Part Time Faculty; *Program Development; Program Evaluation; Reduction in Force; *Staff Development; Teaching Assistants

ABSTRACT

Designed as a forum for the exchange of practical and theoretical information regarding all aspects of personal, professional, and institutional development in postsecondary education, this journal contains articles, announcements, and resource reviews. The first issue of 1983 includes the following articles: "Institutionalizing Staff, Program and Organization Development," by Roland Terrell; "From Staff to Strategically Focused Institutional Development... A Future for SPD," by Philip R. Day, Jr.; "The Educational Effectiveness Inventory," by Barton R. Herrscher; "Evaluating Part-Time Faculty Performance," by Jim Hammons and Gordon Watts; and "20 Tips for Staff Development Programmers," by Roger Worsley. The second issue presents "In Praise of Fewer Administrators," by Donald D. Nichols and William H. Stuart; "What Makes Part-Timers Tick?" by Patricia Craig Brams; "The Staff Development Program: An Institutional Resource for Program Evaluation," by Timothy Nolan; and "Assessing and Responding to the Needs of Teaching Assistants," by Al Smith and Susan Goodale. The third issue contains "Participation: The Key Ingredient in Developing Acceptable Student Rating Instruments," by Larry E. Short; "Reductions in Force in Higher Education," by Hans Andrews and Bruce Mackey; "Practices in Evaluation of Faculty Development Programs: A Survey of California Institutions of Higher Education," by June Belker; and "The Time to Institutionalize SPOD is NOW!" by Don C. Garrison. The final issue of the volume includes "Increasing Student Success Early in the Semester," by Rick Ginsberg and John Easton; "Making Inservice Easy, Excellent, and Accessible," by James L. Ratcliff; "Cooperation & Conflict in Planning Urban School-System/University Projects," by Robert W. Maloy; and "Awarding Faculty Merit Based on Higher-Level Needs," by Hans Andrews and William Marzano. (RO)

ED269091

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

Volume 1, Numbers 1-4 1983 ISSN: 0736-7627

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. O. Dollar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 860 240

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

Volume 1, Number 1 Spring 1983 ISSN: 0736-7627

SPOD Today: A Modern Cinderella?

PAGE 3

The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

THE REVIEW PROCESS

Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

TYPING AND OTHER REQUIREMENTS

1. Submit a self-addressed, stamped postcard so that receipt of the manuscript can be acknowledged.
2. Submit an original and two (2) copies. The original should be typed on 8½ x 11 inch non-translucent white bond. Do not use onionskin or erasable bond.
3. Include an abstract of the manuscript not to exceed 100 words.
4. Double-space the entire manuscript including references, quotations, tables, and figures.
5. Leave generous margins (at least an inch all around) on each page.
6. Give the manuscript a short, informative title.
7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.
8. Number all pages consecutively. Do not place your name on any of these pages.
9. Type references in alphabetical order by the author's last name.
10. Place your name, title, address, institution, and telephone number on a cover page only so that the manuscript can be reviewed anonymously.
11. Use the *Publication Manual* of the American Psychology Association to answer any questions of style and form not covered here.
12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.
13. If you want your original manuscript returned, include a large self-addressed, stamped envelope.
14. Authors bear full responsibility for the proper crediting of sources used in the manuscript and for the accuracy of references, quotations, tables, and figures.

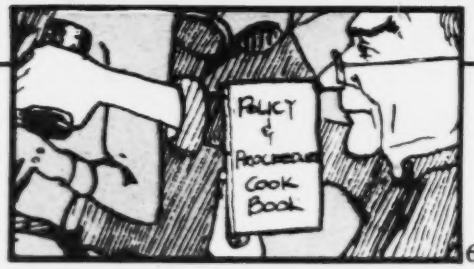
LENGTH AND CONTENT REQUIREMENTS

1. *Full length articles.* Manuscripts should generally not exceed 3,500 words (approximately 14 pages of double-spaced typewritten copy including references, tables, and figures).
2. *Exemplary practice articles.* Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables, and figures). These articles should report on or describe new and/or exemplary practices, programs, techniques, or policies and procedures.

MANUSCRIPT MAILINGS

Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

Gordon E. Watts, Editor
Journal of Staff, Program, and Organization Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913



Institutionalization envisions staff development activities as germane to the institution's policy and procedure system of events.

6

CONTENTS

VOLUME 1, NUMBER 1 *SPRING 1983*

15

Institutionalizing Staff, Program and Organization Development — *The 80s dictate that our posture move beyond the practitioner's view alone and into the institutionalization view of staff development activities.* 6

From Staff to Strategically Focused Institutional Development . . . A Future For SPD — *By providing for a direct linkage between institutional planning and human resource development planning, the most critical factor influencing the future vitality of the institution is in place.* 11

18

The Educational Effectiveness Inventory — *A Prescriptive Framework for Instructional Development* 15

Evaluating Part-Time Faculty Performance — *Adjunct faculty evaluation practices of most colleges are either nonexistent or in need of radical revision.* 18

20 Tips for Staff Development Programmers — *The author's tips can serve as a checklist, or guidelines, for institutions in reviewing staff development efforts.* 23

25

Comment 3
SPOD Today: A Modern Cinderella?

Take Note 3
Too late for some, but in time for other events of special interest.

Resources 5
The Center for Faculty Evaluation and Development

Reviews 25
The Micro Millenium: A Reading Must for Staff Developers

You Decide 27
The Case of the Workbook Wonder

THE COVER: Dee Rendon interprets a current issue for staff developers—the SPOD movement's struggle to gain wider recognition within higher education.

The JOURNAL of
STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 1, NUMBER 1 *SPRING 1983* *ISSN: 0736-7627*

Publisher: Douglas Dollar

Circulation: Ann Carlson

Art Director: Dee Rendon

The Journal of Staff, Program and Organization Development is published quarterly by the Forum Press, Inc., P.O. Box 876, Stillwater, Oklahoma 74076, as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

SUBSCRIPTIONS: For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered. Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers. Send subscription requests to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076. Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.

SUBMISSIONS: "Guidelines for Authors" may be requested from the Editor or the Publisher. In general, manuscripts should be submitted to the Editor (see "Staff") double-spaced on 8½ x 11 inch white bond in an original and two copies. Include a large self-addressed, stamped envelope for return of manuscripts.

ADVERTISING: Requests for classified and display advertising space rates and deadlines should be sent to the publisher.

COPYRIGHT © 1983 by Forum Press, Inc. All Rights Reserved.

EDITOR

Gordon E. Watts
Director of Staff Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913
(501) 785-4241

EDITORIAL ADVISORY BOARD

James O. Hammons
Professor of Higher Education
University of Arkansas
Fayetteville, AR 72701

John E. Roueche
Professor and Director, Program in Community College Education
University of Texas
Austin, TX 78712

Walter Sikes
Director
Center for Creative Change
Yellow Springs, OH 45387

Al Smith
Professor of Higher Education
University of Florida
Gainesville, FL 32611

Carol Zion
Professor of Philosophy
Miami-Dade Community College
Miami, FL 33176

RESEARCH EDITOR

Edward J. Furst
Professor of Educational Foundations
University of Arkansas
Fayetteville, AR 72701

EDITORIAL REVIEW BOARD

Charles S. Claxton
Associate Professor, Center for the Study of Higher Education
Memphis State University
Memphis, TN 38152

Mary Lynn Crow
Director
Faculty Development Resource Center
University of Texas at Arlington
Arlington, TX 76019

Michael L. Davis
Assistant/Academic Vice President
University of the Pacific
Stockton, CA 95211

Mary Ellen Duncan
Director of Institutional Development
Tri-County Technical College
Pendleton, SC 29670

Bette LaSere Erickson
Instructional Development Program
University of Rhode Island
Kingston, RI 02881

Gregory C. Franklin
Dean for Instructional Services
Learning Resource Center
Muskegon Community College
Muskegon, MI 49442

Alexandra Glashan
Coordinator of Faculty Development
Vanier College
Montreal, Quebec, Canada H3X 2H9

Ronald J. Horvath
Director
Jefferson Community College
Louisville, KY 40202

Maureen Lukenbill
Director, Faculty, Staff, and Program Development
Miami-Dade Community College
Miami, FL 33176

Michael H. Parsons
Dean of Instruction
Hagerstown Junior College
Hagerstown, MD 21740

Glenn F. Nyre
Vice President and Executive Director
Evaluation and Training Institute
Los Angeles, CA 90025

James M. Rawson
Assistant Campus Dean
Mohare Community College
Lake Havasu City, AZ 86403

COMMENT

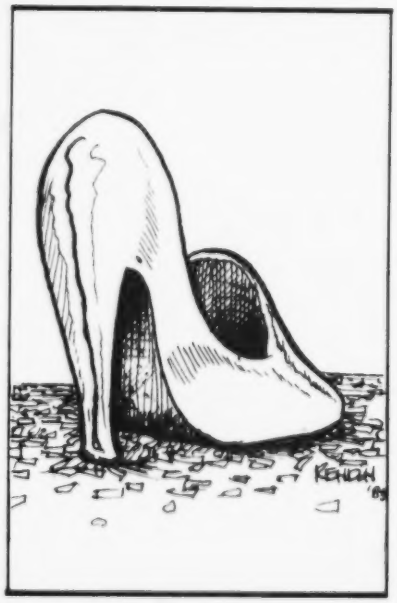
SPOD Today:

A Modern Cinderella?

By GORDON WATTS

Welcome, readers, to the inaugural issue of the *Journal of Staff, Program, and Organization Development*. Through the *Journal*, I am seeking to create a medium for the exchange of information on all aspects of personal, professional, and institutional development in higher education. And, while this particular issue may focus more attention on the community college, it is my intent that the *Journal* speak to all sectors of higher education—community colleges as well as four-year colleges and universities, both public and private.

Our cover depicts an issue that could play a central role in the future of staff development



TAKE NOTE

Too Late For Some

While you may have missed some of the following events of special interest to staff developers, you can plan on them for next year. You will not want to miss the others.

EVENT	CONTACT FOR FURTHER INFORMATION
Training West San Francisco, CA March 14-17	Lin Standke Training Magazine 731 Hennepin Avenue Minneapolis, MN 55403
NCSPOD Midwest Regional Skills Building Workshop Des Moines, IA March 20-23	Kathi Hiyane-Brown Muscatine Community College 152 Colorado Street Muscatine, IA 52761
NCSPOD Southern Regional Skills Building Workshop Gulfport, MS March 20-23	Millie Clark Jefferson-David Campus Mississippi Gulf Coast Junior College Gulfport, MS 39501
Applying New Technology in Higher Education Kansas City, MO March 23-25	Janet Hurley Wareham Building Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
HRD 83 San Francisco, CA March 23-25	Learning Resources Corporation 8517 Production Avenue P.O. Box 26240 San Diego, CA 92126
AAHE National Conference on Higher Education Washington, D.C. March 27-30	AAHE One Dupont Circle Suit 600 Washington, D.C. 20036
National Society for Performance and Instruction Dearborn, MI April 10-15	Kay Schaeffer 1126 16th Street N.W. Suite 315 Washington, D.C. 20036
American Association of Community and Junior Colleges New Orleans, LA April 24-27	AACJC One Dupont Circle N.W. Suite 410 Washington, D.C. 20036

in the 1980s. Most SPOD programs have led a charmed existence somewhat like Cinderella at the ball. Now, midnight is approaching or perhaps has already arrived for some programs in the form of diminishing resources for program operation. Unless we, like Cinderella, find our glass slipper, many of our programs and maybe even we ourselves will become like unwanted stepsisters relegated to obscurity.

The process of finding the glass slipper, that is, determining how SPOD can become an integral, accepted, and necessary component of our institutions, is what Roland Terrell in the lead article (page 6) calls institutionalizing staff development. His perspective is timely, thought provoking, and provides for the *Journal* a theme that will receive attention throughout the next few issues.

In response to Terrell's article, Phil Day (page 11) offers a solution to the Cinderella dilemma—having SPOD become an active part of the institutional strategic planning process. The remainder of the articles in this first issue are a small sampling of the variety of issues and concerns that confront and challenge us in developing and evaluating human resources in higher education.

The editorial staff and I would like the *Journal* to meet your needs, to provide useful and practical information, and to provide you with means through which we can communicate. In other words, we would like an active and involved readership. So, please let us know what you or your institution is doing so that others may profit from your experience. Also, please let us know how we can improve the *Journal*, so that together, we can make it one of the most useful resources available. □

Celebrating Teaching Excellence Austin, TX May 24-27	Lynn B. Burnham National Institute for Staff and Organizational Development University of Texas EDB 348 Austin, TX 78712
American Society for Personnel Administration New York, NY June 1-3	Jan Csokmay 30 Park Drive Berea, OH 44017
American Society for Training and Development Washington, D.C. June 19-24	Director of Conferences and Instructional Services 600 Maryland Avenue S.W. Suite 205 Washington, D.C. 20024
Education and Training for Human Development: A National Dissemination Conference Memphis, TN June 26-29	Dr. Arthur W. Chickering, Director Center for the Study of Higher Education Memphis State University Memphis, TN 38152

SPECIAL EVENTS

Master teacher, great teachers, and great teaching are the focal points for a number of special seminars scheduled for this spring and summer. All of them seem to have the same format—several days in length, informal, no outside experts, and an emphasis on participant sharing; and similar purposes—to explore ways of improving teaching and to solve instructional problems in the community college. Judging from past accounts, these seminars provide faculty members with a positive and uplifting experience.

Seminar	Contact Person
Round-up for Great Teaching (2nd Annual) Circle "R" Ranch Medina, Texas May 23-27, 1983	Dr. Donald Bass, Director Round-up For Great Teaching College of the Mainland 8001 Palmer Highway Texas City, TX 77590
National Great Teachers Seminar (14th Annual) Lake Geneva, Wisconsin June 5-10, 1983	David Gottshall, Director 1983 National Great Teachers Seminar College of DuPage 22nd Street and Lambert Road Glen Ellyn, IL 60137
Seminar for Master Teachers (15th Annual) Westbrook College Portland, Maine July 24 - August 2, 1983	Roger H. Garrison Summer Programs Westbrook College Portland, ME 04103

□

RESOURCES

Center for Faculty Evaluation and Development

A part of the Division of Continuing Education at Kansas State University.

There are a variety of organizations, consortia, agencies, and centers in existence that can provide valuable services and assistance to professional development practitioners in higher education. In each issue of the Journal, *"Resources" will provide in depth information on at least one such organization.*

Greetings to the new *Journal of Staff, Program, and Organization Development* from the staff of the Center for Faculty Evaluation and Development at Kansas State University!

We are delighted with the invitation from Gordon Watts to "talk with" the readers of this first issue about the Center and what it does. A lot of you already know us. You may have used IDEA or Decad or you may have come to one of the national seminars run by Bill Cashin or Judy Aubrecht. Perhaps one of us has been to your campus to run a workshop or to do some consulting. Maybe you've read *Exchange* and seen one of our *IDEA Papers*. There are many ways the Center and the people in higher education most interested in development might have met.

The Center for Faculty Evaluation and Development is part of the Division of Continuing Education at Kansas State. We've been here since 1975, originally funded by the W.K. Kellogg Foundation. We are now self-supporting through fees paid by the institutions using our services. Here are some of the things we do:

1. *IDEA* is a family of student rating of instruction instruments. The original or *Standard* form has been used throughout the country in over 60,000 classes to supply both diagnostic information for instructional improvement and summative information for course and teacher evaluation. *Short Form* IDEA consists of thirteen items from the Standard Form plus one overall rating item. It is used for evaluation only. *Form B* is a reduced vocabulary version of the Standard Form. The latest instrument in the family is Form H, suitable for high school instruction.

IDEA

Decad

National Seminars

Exchange

IDEA Papers

2. *Decad* uses faculty ratings to gather information about administrative effectiveness of academic department heads. It supplies both formative and summative information in a manner parallel to the student rating forms.

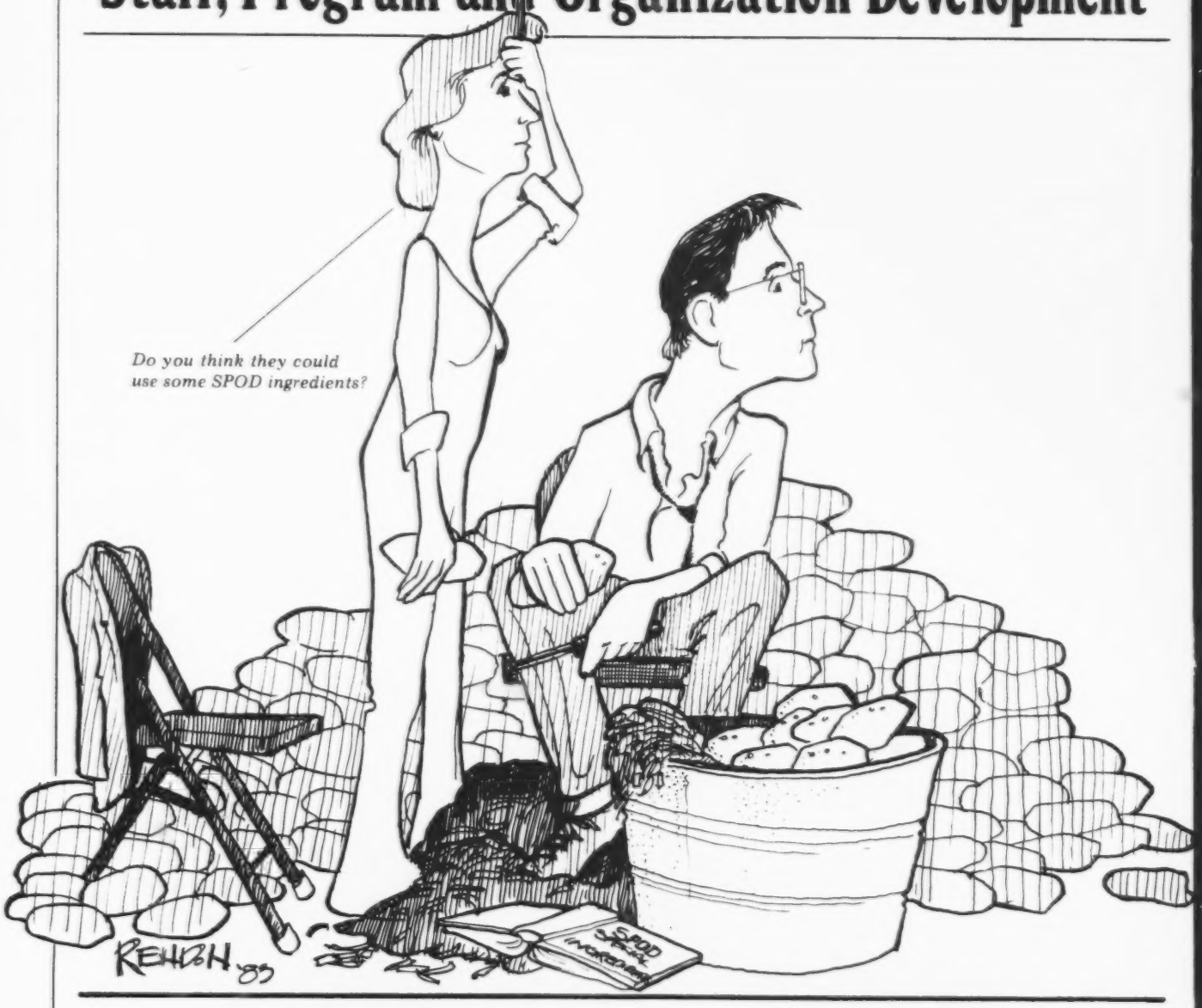
3. *National Seminars:* Bill Cashin, Educational Development Specialist, and Judy Aubrecht, Center Administrator, currently run two seminar series. "Evaluating College Faculty" is a two-day seminar on evaluating faculty for personnel decisions—retention, promotion, tenure, and merit pay. "Improving College Teaching," also a two-day seminar, focuses on techniques for classroom observation, teaching strategies, and developmental conferencing. The national seminars are conducted in three or four big-city locations across the country each year. Bill and Judy also run these workshops on individual campuses, saving institutions a great deal of travel money.

4. *Exchange and IDEA Papers:* Exchange is the Center's newsletter. It appears two or three times a year and is distibuted to every institution and over 20,000 professionals in higher education around the country. An IDEA Paper, a short occasional paper dealing with a topic of interest to college and university teachers, is generally distributed with each issue of *Exchange*. To contact us, just write to The Center, 1623 Anderson Avenue, Manhattan, KS. 66502 or call 800-255-2757.

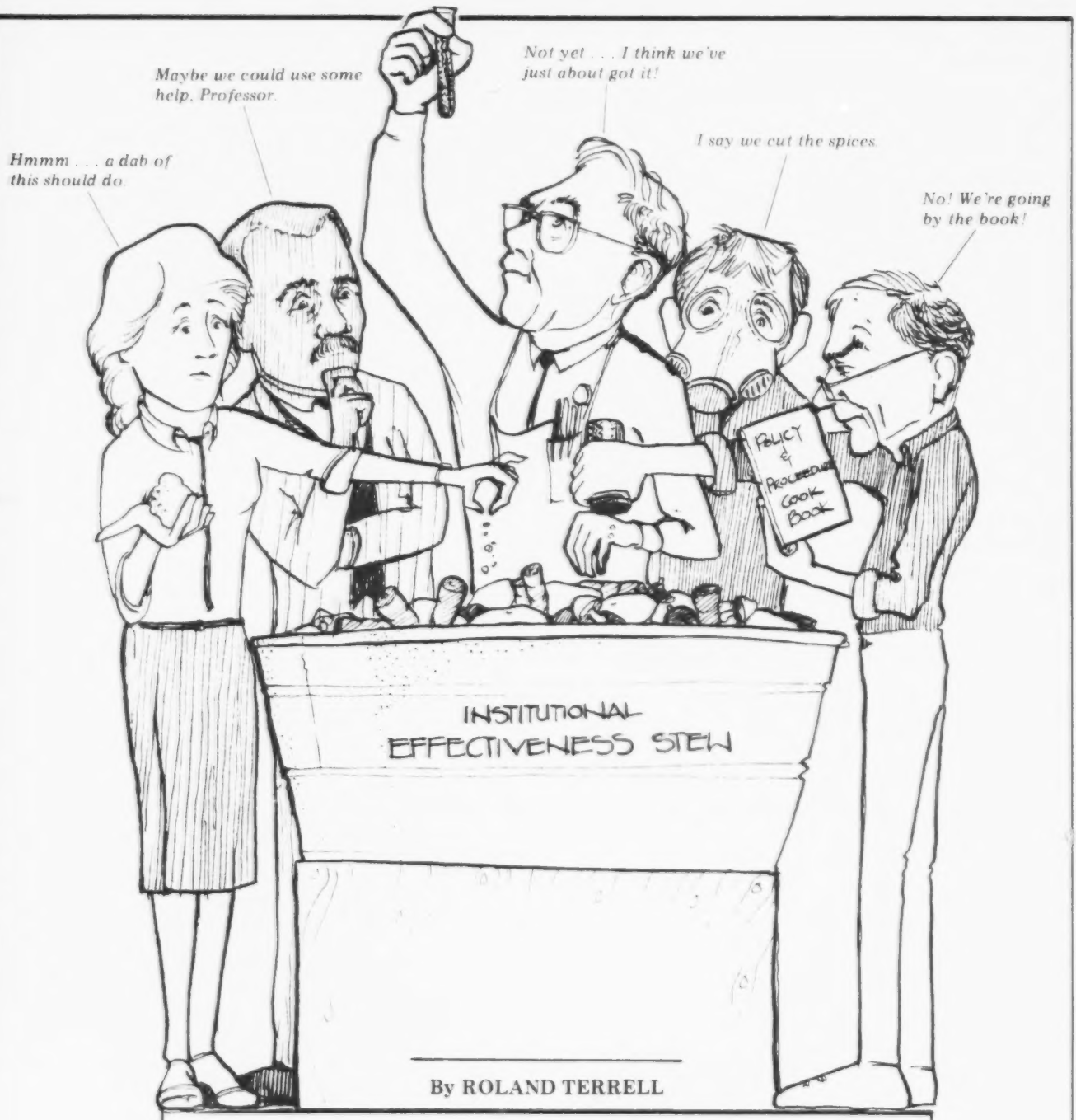
Again, welcome to the new journal. May we all serve higher education long and well! □

INSTITUTIONALIZING

Staff, Program and Organization Development



The 80s dictate that our posture move beyond the practitioner's view alone and into the institutionalization view of staff development activities.


Maybe we could use some help, Professor.
Not yet . . . I think we've just about got it!
Hmmm . . . a dab of this should do.
I say we cut the spices.
No! We're going by the book!
POLICY & PROCEDURE COOK BOOK
INSTITUTIONAL EFFECTIVENESS STEW

By ROLAND TERRELL

THREE YEARS INTO THE 1980s, forecasters of every discipline still are projecting trends for the decade. Staff and Program Development theorists are no different, yet there is a twist: after 10 years of growth in the nation's colleges, we well know that trends for the 80s—and beyond—require that each of us seek those functional activities where staff development can interweave its expertise in the instructional process. It is vital that we now act on that knowledge.

The 70s revealed our potential and identified us as quality, albeit adjunct, professionals whose contributions to the institutional mission were auxiliary but highly beneficial. It was attentiveness and foresight that drove our successes, and that tradition must continue. Though we have demonstrated that concentrating effort and resources on ad hoc activities and tasks was of major importance to educational enhancement, we have explored and expounded upon only one facet of our capabilities.

A New Perspective Needed

The 80s dictate that our posture move beyond the practitioner's view alone and into the institutionalization view of staff development activities.

Survival in the 80s is directly dependent upon the development of *policy* as well as practice.

The implications for the staff development movement are clear:

- Professional organizations and colleges and universities involved in the staff development movement must move beyond providing only activities for training the practitioner.
- Staff development must use the organization development model and process to become a part of the institution's functions.
- The staff development movement must provide more support for policy and theory development in its professional organizations and colleges and universities.

Since the 70s, the staff and program development movement has focused on a variety of goals, all of which were necessary. The movement has been almost solely concerned with the development of a financial base that would provide a meaningful level of support for its objectives. It sought positive levels of commitment from its institutional leaders for conducting staff, program and organization development activities in local colleges and, on a national level, it formulated an effective and dedicated core of practitioners who sought to develop standards and competencies. These attempted goals were the realized outcomes of a decade of development.

For all our characteristic foresight, as planners and practitioners we have failed to understand that these activities are input oriented and do not represent outcomes that have any long-range value to institutions at the national and local levels. But this is not to say that the glass is half empty. The glass is half full and there is sustenance therein.

Professional organizations and universities and colleges have directed their efforts at the staff development practitioner through conferences and workshops that provided for such descriptive and prescriptive topics as: The Role of the Staff Developer; The Staff Development Committee; Developing a Budget for Staff Development; Motivating Faculty; and Evaluating for Staff Development. Each of these topics express direction and continue to be important to the success of the Staff Development Practitioner, but they do not make the practitioner an integral member of the institution's policies and procedures.

The search for successful practices in the staff development field has done little to institutionalize staff development as a continually generative mainstream actor vital to the institution's overall, ongoing proceedings. We have been like lifeguards who also teach swimming part-time: nothing fancy, no sibling Olympiads to tutor; a rescue here, a sidestroke there; when we are not on duty, they close the pool. We are vital. But when? And where?

The maturation of staff development has skipped a significant phase of development: we have moved directly into practice level activities without the benefit of the development of theory and policy phases that should have provided the basis and direction for our practice-oriented activities. It is the absence of a phase of theory development that can be directly attributed to a lack of policy-based activities. This has resulted in the anemia of the institutionalization of Staff, Program and Organizational Development in our institutions.

The staff development movement has earned the cadence and credentials to keep the pool open.

The Concept of Institutionalization

Institutionalization in its simplest meaning provides Staff, Program and Organizational Development practitioners the understanding that the knowledge of how organizations function—in policy, program, and personnel areas—is the basis for linking Staff, Program and Organizational Development practices with institutional and theoretical needs. It is the institutionalization of Staff, Program and Organization Development in colleges that must be our guiding mandate for the staff development movement in the 80s.

The institutionalization concept envisions staff

development activities as germane to the institution's policy and procedure systems of events. This concept further leads to the commitment of resources to staff development as a means of goal achievement for institutional goals and objectives. The seed is planted when we conceptualize staff development as a part of the college's philosophy, mission statement and institutional objectives. Specific institutional functions then are identified where staff development plans can and should be developed, included in policy and procedure statements and then implemented and evaluated by performance and other measures. Examples of these college-wide functions include: personnel, equal opportunity/equal access, instructional development of programs and courses, evaluation, performance appraisal, recertification, job descriptions, organization development, management development, career planning and, generally, any area of an institution that can benefit from the expertise of highly competent staff development personnel. Through this maturation process, staff development thrives, becoming an ongoing, planned and protected component of the institution's specific functions. Staff development becomes a part of the college's routine functional process versus an adjunct process subject to first run budget cuts.

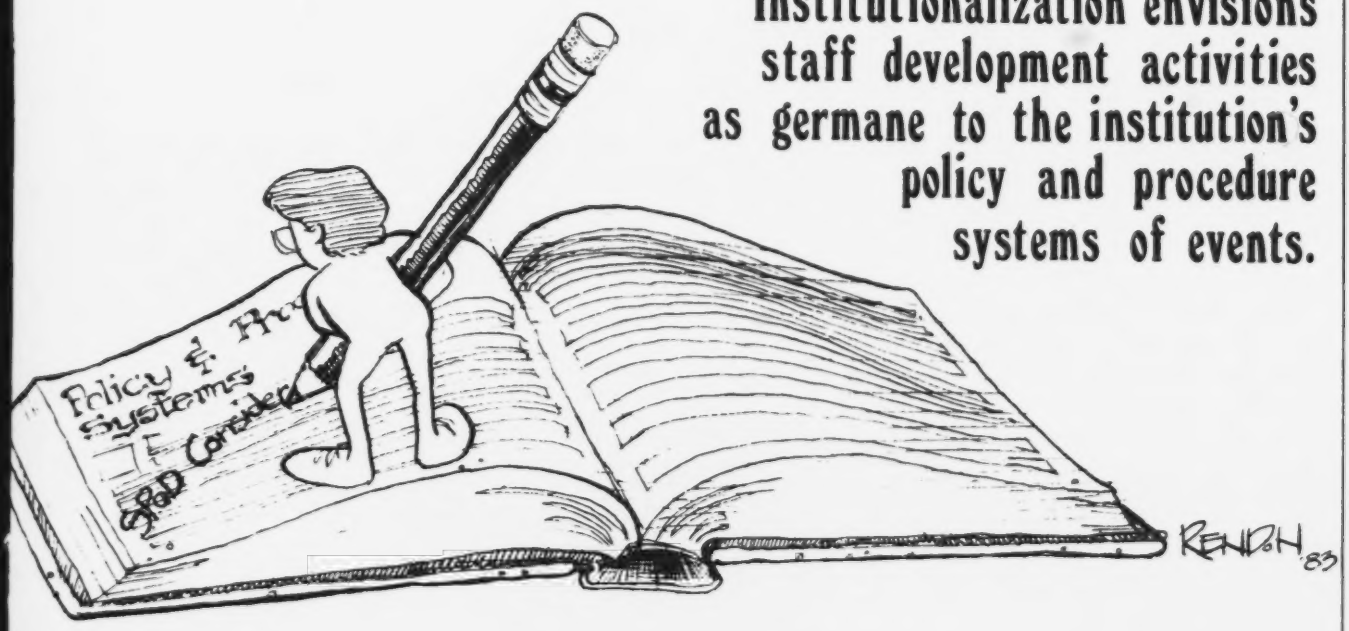
Examples of this maturation process are alive at Florida Junior College at Jacksonville (FJC). The Florida Legislature made certification and recertification of instructional personnel the responsibility of each of its 28 community colleges. Traditionally, certification and recertification are seen as the responsibility of the personnel office. At FJC, the responsibility for certification has been placed with the personnel office. However, the responsibility for recertification is with the Staff and Program Development (SPD) office. Utilizing approved criteria, and SPD specialist works with faculty to determine what staff development activities are best suited for meeting the required recertification standards. The recertification of faculty has become an institutionalized process that is aptly managed by the SPD office.

In addition, at FJC, SPD has been assigned the responsibility for planning and implementing training programs for managers in need of practice and management competencies related to meeting EA/EO policies.

Supporting Institutionalized Functions

These policies—equal access and equal opportunity and the recertification of faculty—are institutional policies in all community colleges. They provide staff developers with the opportunity to support the institutionalized functions of their college.

Until 1982, organization development was



Institutionalization envisions staff development activities as germane to the institution's policy and procedure systems of events.

institutionalized within the SPD office. The institutional planning process at FJC must solicit and integrate functional plans such that a college plan or master plan is developed and utilized college-wide. This process is dynamic and complex. SPD office resources are applied in the college mainstream in the achievement of an integrated planning system for the college. Through the SPD office, with members of the Office of the President, FJC's OD plan process was established. The OD plan process allows functional units to improve planning and management activities; and distinguishes relationships with other functions and units within the institution. Other SPD activities in the OD category include: research and recommendations regarding institutional goal and objective development; copyright procedures; management development/training responsibilities; technical assistance plans; and updating procedures for these activities.

A third major example of the institutionalization of SPD at FJC involves Curriculum and Instruction functions. Through the Program Development function of SPD, the Instructional Design Center provides fiscal, technical and other development and implementation supports to instructional and instruction-related personnel dealing with curriculum design and development projects; supports project research and development; documentation of essential skills instruction and utilization by students. SPD developed an instructional design task and outcome management process for instructors, reviews and recommends proposed special projects, and provides technical assistance for major curriculum revisions.

Reviewing and planning for inclusion as an integral part of the institutional functions can only strengthen staff development's institutional role. There is little indication that institutions are preparing to withdraw support from the Equal Access and Equal Opportunity function. Nor are they likely to withdraw support from their certification and recertification policies. In both cases, there is legal mandate to consider; these activities must be accomplished as fundamental to the institution's process and progress.

Theory and Policy Development Necessary

The planning/management/implementation perspective is institutionalization. The absence of institutionalization of staff development in community colleges is due in part to the lack of a development theory on staff development. There are not many Maslow-Hierarchy-of-Needs or Bloom's-Cognitive-Taxonomy-Theorists in staff development who formulate such theories. The consequence is that there is little policy development that provides the authority and direction for staff development in the institution's functional process.

The staff development movement must begin to develop strategies for institutionalizing staff development at the national, state, and local levels. At the national level, Title III is the significant example of policy that includes staff development. Even here exist specific ways in which the institutionalization of staff is an either/or situation. For example, the staff developer usually is directed toward the faculty development component of Title III and often is not included in other Title III components. The result often is a failure to institutionalize staff development as a necessary and long-range plan within other categorical components of Title III projects.

At the state level, Florida still is the only state which initiated a statute which evolved to become a State Board of Education Rule providing a policy statement which calls for two percent of the college's prior year funding to be set aside for staff and program development. The policy provides the necessary funding. It does not provide the mandate for institutionalizing staff and program development as part of the institution's functions. That task is the function of the staff development planner and manager.

Conclusion

Institutionalization generates from policy development. Policy development generates its basis from the development of theory regarding the need for SPOD and its role in an institution's growth and development directives.

Three years into this decade, it is certain that continuing without theory and without practice in the SPOD movement will guarantee retrenchment. Through policy development, staff development can accomplish the goal of institutionalization by doing what it does best: reliably supporting an institution's functional proceedings by moving out of the role of "foster parent" and into the realm of formalized adoption.

Roland Terrell is Associate Vice President for College Relations and Development at Florida Junior College at Jacksonville. He is founding president of the National Council of Staff and Program Development and founding president of the Florida Council of Staff, Program and Organization Development.

From Staff to Strategically Focused Institutional Development...

A Future For SPD

Russ Lowder Photo

By providing for a direct linkage between institutional planning and human resource development planning, the most critical factor influencing the future vitality of the institution is in place.

By PHILIP R. DAY, JR.

For nearly a decade, administrators and staff have been addressing the problems that may be faced by institutions of higher education during the 1980s and 90s. Their litany of concerns is now familiar—the drop in the number of high school graduates, increasing competition for public financial support, the inflationary spiral, and low turnover in faculty positions with the resultant concern for staff and program vitality. As distasteful and unfamiliar as many of these problems might be for American higher education, they will require actions by institutional leaders. In order for them to be effectively understood within the college environment, an appropriate level of attention needs to be given to participative planning and management and organizational development strategies.

Presidential Priorities

In a recent survey conducted by the National Center for Higher Education in Management Systems (NCHEMS), an effort was made to determine how college presidents plan to cope with these emerging problems (Patrick and Caruthers, in

press). A number of inter-related topics emerged as the ten highest priority and planning needs of respondents. The need for better ways to communicate institutional strengths to external audiences commanded the top three priorities and four of the top six.

This desire for more effective communication indicates that many presidents believe that at least part of the solution to their problems might come from impacting their external environment. Colleges can become more effective competitors for the public dollar and enrollment trends can be reversed if key constituencies become better acquainted with the value of, and opportunities inherent to, higher education.

The remaining six of the top ten management priorities suggest that the presidents also plan to rely on internal means for dealing with the problems of the 1980s and 90s. For instance, high priority was given to new approaches for 1) enhancing faculty and staff vitality and renewal, and 2) resource application and reallocation. Further, the presidents saw a need for achieving a closer integration among a number of planning, management, evaluation, and budgeting activities. In particular, priority was given to implementing institutional-wide goals and objectives in program planning, resource allocation/reallocation, and program review.

When analyzing the responses of the survey, a strong relationship between the priority needs of the presidents and the opportunities offered by strategic planning—a field whose literature is emerging primarily from other organizational settings, namely business and industry—can be recognized. The Strategic Planning perspective requires that factors in the organization's external environment and the organization's own capabilities be considered simultaneously when formulating policy and plans.

Strategic planning explicitly recognizes that planning should be an interactive, comprehensive, and participative process that considers the interrelationships among a number of variables. Thus, the general strategic planning framework seems to be consistent with the president's desire to a) deal directly with the external environment, e.g. with better ways of communicating, b) impact institutional capability, e.g. through reallocation and faculty and staff renewal efforts; and c) consider a number of planning, management, and budgeting needs within an integrated framework.

It was also interesting to note that the college presidents also seemed to further agree that the decade of the 1980s will represent significant challenges to institutions of higher education and, the future success of their institutions will depend on their adaptive capabilities. The ability to adapt, in turn will hinge on the extent to which institutions initiate comprehensive, proactive, and participative planning strategies that are designed to influence and shape their future institutional development.

Strategic Planning Needed

Unfortunately most planning efforts are still either "piecemeal" in nature or too comprehensive, detailed, and data-oriented rather than "people oriented." In both cases the principal agenda usually is concerned with identifying actions designed to increase enrollments and/or to "trim the fat" and address other critical issues serially and without reference to a larger, more inclusive plan for institutional development.

These various types of planning approaches have been implemented in colleges and universities for the past 15 years, and great strides have been made in developing the analytical capabilities at many institutions (Richardson and Gardner, 1983). Approaches for forecasting enrollments, estimating costs, developing mission statements, and setting specific learning objectives have been improved greatly. Yet most of these approaches to planning have been undertaken without reference to an overarching construct or paradigm to tie the various pieces together. Secondly, they have not managed to make use of the full spectrum of available human resources who can enhance the quality of the planning through their diverse talents and input.

Often times, the result has been a beautifully-constructed operational plan that was not implemented—principally because the plan failed to account for extended implications for other parts of the organization. Without an overarching construct to delineate these effects and interrelationships, the plan suffers. Without having a solid base of consensus among varied constituencies, the possibility of emerging conflict is increased.

"Strategic Planning" attempts to remedy this deficiency by developing a holistic approach to the formulation of long-range plans. It is characterized by a high level of participation, intense communication, information sharing and synthesis. It focuses on *strategic decisions* -the first-order decisions that must be made by any organization in order to establish its overall mission and blueprint for development. This provides a basis for action, a springboard if you will, for moving into the future. Once these decisions are made, lower

The staff is the colleges' most significant and largest capital investment. It makes only good sense that the investment be helped to appreciate in value.

order decisions of an implementary character can be made to affect the desired strategy (Shirley and Caruthers, 1979).

Linking Strategic Planning and SPD

As one who has been directly involved with the implementation of strategic planning procedures in three distinctly different community colleges (with varying degrees of success I might add), I've been made aware of what are the potential strengths and weaknesses inherent to the process. Interestingly, I've also been able to observe that on each of the three campuses where these processes have been initiated, a corresponding and emerging commitment to staff and professional development actively was in its early stages. In retrospect, the first two institutions, in my opinion, never took full advantage of the inherent potential of linking the two together. I hope that as a chief executive officer, my sphere of influence might provide me with the opportunity, in some way, to make it happen.

Frankly speaking, they need to be. Staff and professional development activity and personnel need to broaden their scope of concern. Specifically, critical to the discussion of the strategic planning process is an over-riding concern for assessing and documenting the internal strengths of the institution. Given the labor intensity focus that we have, the emphasis needs to be on human resource assessment, planning, development, and evaluation. It is my contention that SPD personnel by virtue of their own past and present "strategic focus" are best prepared to assist, facilitate, and contribute to these discussions.

Critical elements of a comprehensive institutional plan include the separate development (initially) and final integration of the following areas:

1. Financial planning and resource allocation/reallocation;
2. Enrollment development and marketing plans;
3. Human resource development planning at the institutional, program, and individual levels;
4. Organizational planning to accommodate program consolidation, restructuring, program review and assessment;
5. Facilities planning to enhance space allocation and utilization as well as to serve as a basis for expansion.

The "human factors" associated with all of the above, and particularly to the third, need to be given serious attention if the blueprint in each area is expected to be fully integrated to provide a basis for the development of more specific operational plans. The processes needed must be guided, facilitated, nurtured, and sometimes directed by professional level personnel whose skills, experience, and sensitivities insure that what needs to take place. . .does; and, that it takes full advantage of the "input" of the various groups involved.

The Future Role for SPD

SPD professionals need to move out of the traditional and historical mold that they have, in part, made for themselves. Their focus has been

too narrow and their leadership potential too specifically directed. Roland Terrell's assessment of their past and present pre-occupations and the resultant impact that they have had on their own "institutionalization" is all too accurate.

However, in their defense, the up-hill battle to establish some focus on and attention to the issue of staff and professional development activity, and the corresponding level of commitment (or lack, thereof) to this functional area by chief executives, has created a "self-fulfilling treadmill" that needs to be revised and revamped in order to more effectively deal with the future.

It is also critically important to avoid making the mistake of "jumping-on the issues" that are, by their very nature, specific in focus but none the less critically important to the institution. To define one's future role on the basis of getting involved with "AA/EEO functions, personnel issues, performance appraisals, recertification, job descriptions. . .etc.", I feel would be a mistake if it were to be limited to these areas. No doubt, SPD professionals can make a significant contribution to these functions, but the real potential for them is in areas which have a broader, more generic focus. . .at least initially.

Defining future strategies for institutional development represents a balancing act where consideration is given to an analysis of external constraints and opportunities, internal capabilities, and personal and institutional "values." It represents a new beginning, or starting point for staff and faculty throughout the institution to have a clearer sense of what it all means (mission and goals), where we are going (direction), and what their individual role is in the process (objectives). It's my contention that this is the place for SPD professionals to start. Being involved on the front end in the development of the institution's blueprint for the future makes it easier to gain acceptance for playing a critical role in restructuring or rebuilding of various elements of the institution and/or reaffirming the existence and importance of others.

More importantly, involvement in broad-based planning provides the basis for development of a more comprehensive and responsive human resource development plan for the college and its personnel. One of the major criticisms that's been made of staff and faculty development programs has been the failure to clearly suggest (and perceive) the relationship between on-going SPD activity and institutional goals and operational strategies. By providing for a direct linkage between institutional planning and human resource development planning, the most critical factor influencing the future vitality of the institution is in place.

Success Depends on Presidential Commitment

Two critical factors potentially impact on whether or not the institution experiences success in this regard. First, the chief executive of the college needs to be committed to and recognize the need for a broad-based, on-going institutional planning effort. Secondly, the president needs to also recognize that investing budgetary support in faculty and staff development is an investment in the future. The staff of the college is its single greatest resource. In economic terms, the staff is the colleges' most significant and largest capital investment. In these terms alone, it makes only good sense that the investment be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.

The AACJC Assembly Report on Staff Development said it best when it suggested that "in a more crucial sense, a college's staff is the expressions of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves—must have—opportunities to adapt and change, too (Yarrington, 1974). Traditionally, SPD staffs have, by default, let others assume a leadership role in defining the future mission, purpose and scope of activity of the college. It is unfortunate because I believe these staff members can potentially make the greatest contribution to this effort. In so doing, they reaffirm their role and importance within the institution and also contribute significantly to institutional, organizational and personal renewal. That was what it was supposed to be all about in the first place and now is the time that we need to make it happen.

References

Patrick and Caruthers, "Management Priorites of College Presidents," *Research in Higher Education*, (forthcoming).

Richardson, Richard P. and Gardner, Donald. "Avoiding Extremes on the Planning Continuim," *Journal of Higher Education*, March/April 1983, Vol. 54, No. 2.

Shirley, Robert C. and Caruthers, J. Kent. "Strategic Planning for Higher Education." Presentation at Annual Meeting of AASCU, San Antonio, Texas, 1979.

Yarrington, Roger, AACJC Assembly Report, *New Staff for New Students*, 1974.

Dr. Philip R. Day, Jr. is president of Dundalk Community College in Baltimore, Maryland.

The EDUCATIONAL EFFECTIVENESS INVENTORY

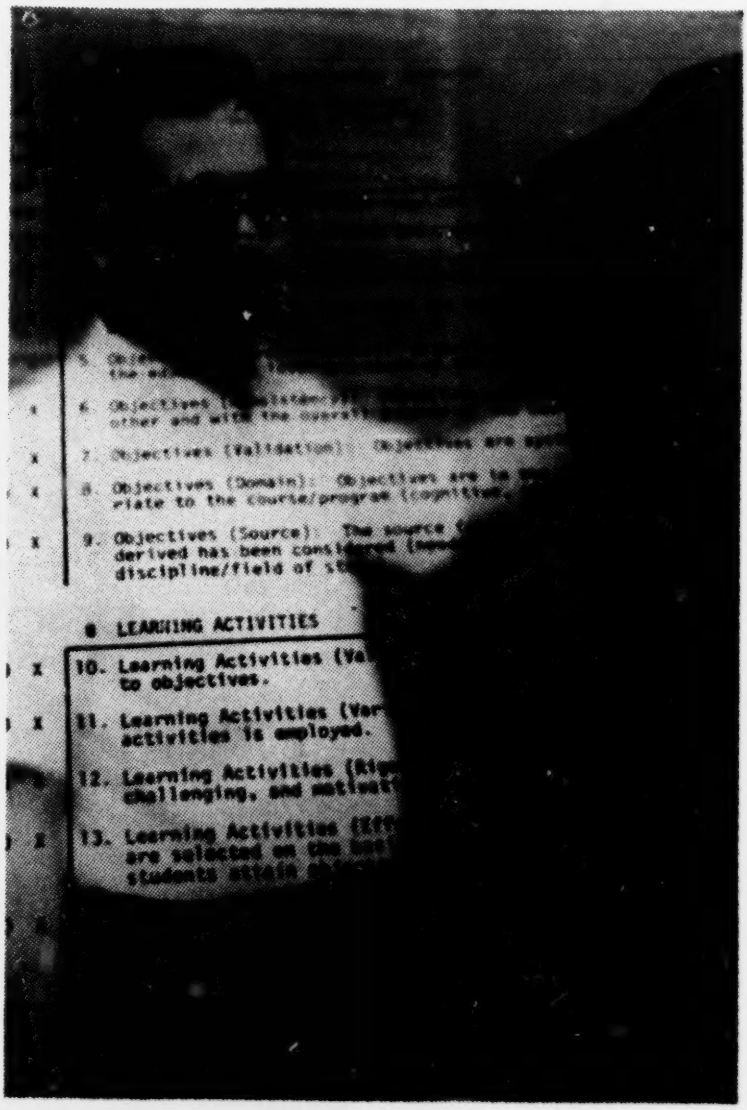
By BARTON R. HERRSCHER

In his book *Future Shock*, Alvin Toffler details the effects of information overload, and suggests that a framework for organizing data is essential if one is to overcome the debilitating aspects of such overload. As a participant in and leader of staff, program, and organizational development activities for many years, I sometimes feel that those activities might be unwittingly contributing to faculty information overload, and in effect doing more harm than good simply because a framework, as suggested by Toffler, is not also provided. It was with this in mind that I developed an inventory to help classroom instructors view the big picture of instructional and curricular design, and thus provide a framework for organizing information on such practices.

In an area such as instructional and curricular design, there are two distinct ways of defining and labeling phenomena—descriptive and prescriptive. The descriptive method examines programs and seeks to identify commonalities. These common elements then serve as a definition of effective practice. The prescriptive approach derives a definition by taking a set of meanings or conditions as given, thus leading to a theoretical prescription to be used as a reference against which practice can

Barton R. Herrscher is Associate Professor of Education in the Department of Administration and Supervision, University of Houston.

A Prescriptive Framework for Instructional Development



BEST COPY AVAILABLE

be measured. The Educational Effectiveness Inventory represents a prescriptive definition or framework of sound instructional and curricular design.

Development of the Inventory

In 1974, I contracted with a federally funded project to develop a checklist for use by community college faculty to determine the extent to which their instruction was individualized. In addition to this application, the checklist was also used in workshops around the country, and ultimately evolved into the Instructional Effectiveness Inventory (IEI) published in 1976. By then, it was expanded and far removed from the original checklist, having been derived from revision data collected from some 300 faculty in 22 community colleges in nine states. Between 1976 and 1982, more than 10,000 copies of the IEI were distributed and utilized, leading to a revised edition published last year under the new title Educational Effectiveness Inventory (EEI).

The Revised EEI

The EEI represents a departure from the original IEI in that the format was changed and items were deleted and reworded. The number of items was reduced from 60 to 30. Deleted were those items dealing with self-paced, self-directed learning. In the revised EEI, I decided to focus entirely on those aspects of systematic instruction that would eliminate the possibility of faculty rejection of the tool because it contained inappropriate items such as those suggesting students be allowed to work at their own rates and take tests when they feel they are ready. Many faculty claimed these to be inappropriate or unaccept-

EDUCATIONAL EFFECTIVENESS INVENTORY

Barton R. Herrscher
University of Houston

Almost Always	Usually	Sometimes	Rarely/Never	Not Applicable		
					•	**RATIONALE AND OBJECTIVES**
3	2	1	0	X	1.	Rationale: Students are told "why" the content is important.
3	2	1	0	X	2.	Objectives (Form): Objectives are stated in writing.
3	2	1	0	X	3.	Objectives (Style): Objectives are stated in terms of student learning outcomes rather than instructional processes.
3	2	1	0	X	4.	Objectives (Shared): Objectives are shared with students before instruction.
3	2	1	0	X	5.	Objectives (Appropriateness): Objectives are appropriate to the educational level and needs of the students.
3	2	1	0	X	6.	Objectives (Consistency): Objectives are consistent with each other and with the overall purpose of the course/program.
3	2	1	0	X	7.	Objectives (Validation): Objectives are systematically validated.
3	2	1	0	X	8.	Objectives (Domain): Objectives are in the domain(s) appropriate to the course/program (cognitive, affective, psychomotor).
3	2	1	0	X	9.	Objectives (Source): The source from which the objectives are derived has been considered (needs of learner, needs of society, discipline/field of study).
					•	**LEARNING ACTIVITES**
3	2	1	0	X	10.	Learning Activities (Validity): Learning activities are keyed to objectives.
3	2	1	0	X	11.	Learning Activities (Variety): A wide variety of learning activities is employed.
3	2	1	0	X	12.	Learning Activities (Rigor): Learning activities are rigorous, challenging, and motivating.
3	2	1	0	X	13.	Learning Activities (Effectiveness): Learning activities are selected on the basis of their effectiveness in helping students attain objectives.
3	2	1	0	X	14.	Learning Activities (Student Learning Style): An attempt is made at matching the learning activities to the "learning style" of the student.
3	2	1	0	X	15.	Learning Activities (Questing): Provision is made for students to "quest" or personally devise learning activities.

3 2 1 0 X	16.	Learning Activities (Alternate Pathways): Students are provided alternate learning pathways where appropriate.
3 2 1 0 X	17.	Learning Activities (Media Reference): Media are used as integral components of instruction, not just as supplements to instruction.
3 2 1 0 X	18.	Learning Activities (Student Cooperation): Students engage in cooperative learning activities; frequently help each other in constructive ways.

• TESTING AND RECYCLING

3 2 1 0 X	19.	Testing (Item Validity): Test items are keyed to objectives.
3 2 1 0 X	20.	Testing (Variety): A variety of strategies to assess student learning is employed.
3 2 1 0 X	21.	Testing (Reference): Criterion-referenced testing is employed in which student performance is compared with a pre-set standard.
3 2 1 0 X	22.	Self-Testing: Students engage in self-testing where appropriate.
3 2 1 0 X	23.	Pre-Testing: A pre-test is used to diagnose student strengths and weaknesses regarding course/program objectives as appropriate.
3 2 1 0 X	24.	Redirection: Students needing remedial work or advanced placement are redirected accordingly as determined by the pre-test.
3 2 1 0 X	25.	Recycling: Students not mastering objectives are allowed more time for learning activities, then a re-take of the test.

• PERIPHERAL POLICIES AND PRACTICES

3 2 1 0 X	26.	Revision: Methods and materials of instruction are revised as needed based on student performance and feedback data.
3 2 1 0 X	27.	Mastery: The expectation is that most students can master the objectives if given enough time and appropriate instruction.
3 2 1 0 X	28.	Accountability: Willingness to share accountability for learning with students is made evident by the instructor.
3 2 1 0 X	29.	Atmosphere: An effort is made to create a warm, pleasant and supportive classroom/laboratory atmosphere.
3 2 1 0 X	30.	Principles of Instruction: Attention is given to "principles of good instruction": (a) explicit instruction, (b) material broken into short segments, (c) frequent practice, (d) knowledge of results, and (e) positive reinforcement.

Copyright © 1982 by Barton R. Herrscher. All rights reserved. Printed in U.S.A.
Center for Educational Development ● Box 34507 ● Houston, TX 77034 ●713/481-4242

able policies for the courses they taught or the colleges in which they taught, and thus tended to reject the entire inventory as irrelevant. The EEI, now free of such items, should be viewed as appropriate for all college settings and all courses—from history to machine tool, from business math to welding.

Also deleted were those items dealing with broad educational goals and competencies, since these will be part of a new inventory on competency-based education (CBE) currently under development.

The 30 items of the EEI are organized under four major headings, and are designed to assess the extent to which the practices are present in the overall make-up of a course or program.

Uses of the EEI

Like its predecessors—the 1974 Checklist and the 1976 IEI—the EEI was created to serve as a tool for self assessment of instructional and curricular design practices by faculty members. However, it is also appropriate for data collection in research projects, as a tool in faculty evaluation systems, as a set of guidelines to panels of experts charged with assessing instructional design elements of courses or programs in higher education, as a discussion generator in workshops and staff development courses, and as a guide to sound classroom practice. The IEI has been used in all of these ways, and the new EEI is available for such uses.

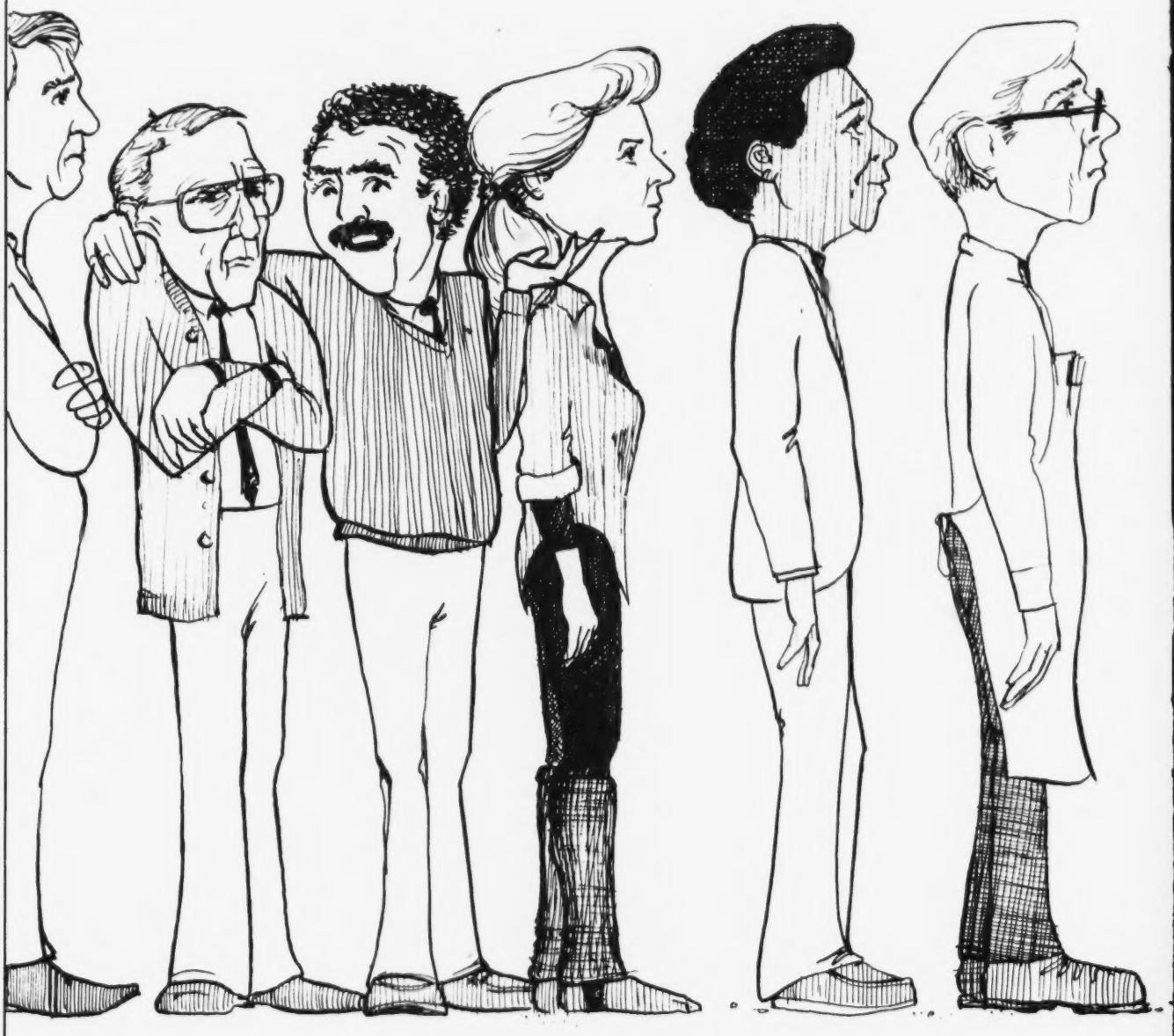
To Obtain Copies

The EEI can be obtained, for 25 cents per copy, from the Center for Educational Development. □

EVALUATING PART-TIME

Adjunct faculty evaluation practices of most colleges are either

By JIM HAMMONS and GORDON WATTS



22

FACULTY PERFORMANCE

nonexistent or in need of radical revision.

The widespread use of part-time, or adjunct, faculty has become an established fact of life for most of today's community colleges. Attention is properly being directed toward establishing conditions, practices, and services for the part-timers, such as recruitment, orientation, training, supervision, and evaluation, that can no longer be overlooked or ignored.

Considering the persistent concern among administrators over classroom effectiveness and performance of part-time faculty, evaluation practices for part-timers have been particularly neglected. As Hammons (1981) pointed out, ". . .adjunct faculty evaluation practices of most colleges are either nonexistent or in need of radical revision." It should come as no surprise, then, that relevant information on evaluating part-time faculty has also been minimal.

The purposes of this article, therefore are threefold: initially, to suggest steps that should be taken in developing an effective plan for evaluating part-timers; then, to outline several considerations that ought to be taken into account in implementing the plan; and, finally, to offer a set of minimal requirements for an evaluation system for part-time faculty.

Developing the Plan

The first step in developing an effective evaluation plan for part-time faculty is to determine what role the part-timer is to play in the institution and what responsibilities will define that role. Naturally, a major portion of the role will be the delivering of instruction. Within that vital area, either of at least two different situations exists for the part-timer. In one, he or she has complete control over the instructional process: developing the course syllabus, choosing the text, and determining all other facets of the course. In the other and more usual situation, the part-timer has only partial control and responsibility; a full-time faculty member will have prepared or chosen the text, syllabus, general format,

objectives, and perhaps even the tests, and the part-timer's only latitude may be in the manner in which the content is delivered.

Other responsibilities that may need to be considered in defining the adjunct's role are student advisement, service to the college, service to the community, and professional growth and development. In most community colleges, the last is more likely to be a part of role definition than any of the others.

The next step in developing the evaluation plan is to set up a committee to evolve an appraisal system. The committee should include an appropriate mix of part-time faculty, full-time faculty, division chairpersons (or whoever is responsible for supervising the part-timers), and others who may have expertise in or some responsibility for evaluation. After taking care of housekeeping chores, such as selecting a committee chairperson and recorder, determining the distribution of minutes, and setting ground rules, the committee should prepare for the task by examining the current evaluation system for part-time faculty (if there is one), the current system for full-time faculty, and the systems in use at other community colleges with similar characteristics. Once the committee has reviewed all relevant sources of information, it is ready to develop the plan itself.

The evaluation plan or system should have a rationale, presumably centered around improving the performance of part-time faculty. The plan could also serve to remove those part-timers who prove to be incompetent. If dismissal is part of the rationale, however, consideration should be given to the supply of available part-timers who could serve as replacements. It is conceivable that in some communities replacements could not be found, thus strengthening the need for a rationale built on improvement and development.

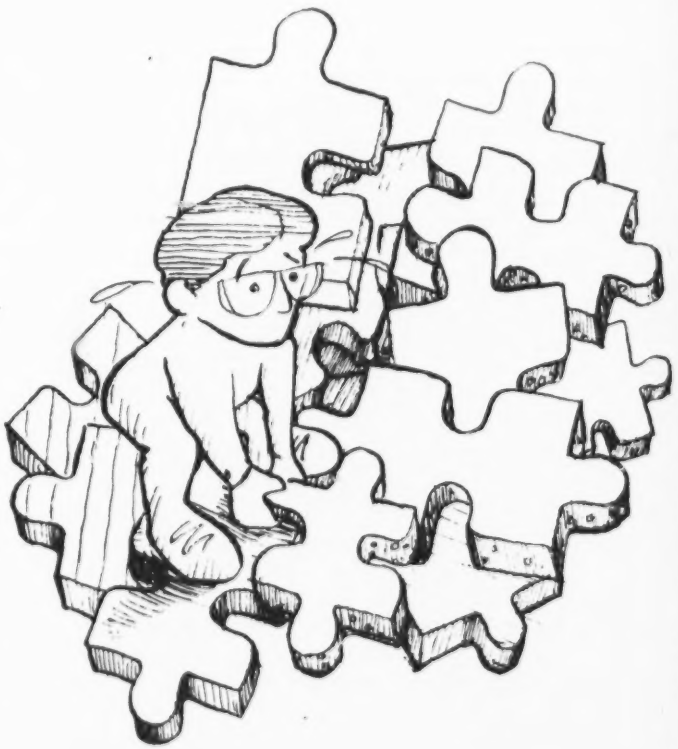
Two other factors should be weighed in developing a rationale. Consider first the number of students taught by part-timers, compared to full-timers. In a majority of community colleges, more individual students are taught by part-time instructors than by full-time faculty. Then, consider the public relations value to the college of part-timers. Can an institution afford not to think in terms of improvement rather than replacement?

After developing the rationale, the committee should develop criteria for evaluation. These ought to emerge directly from the roles and responsibilities that have already been determined. Examples of clearly defined criteria are: "Specifies clearly defined course goals" and "Selects learning resources appropriate for stated course objectives".

Closely related to the criteria, which specify what is to be measured, are standards which define acceptable levels for achieving these criteria. Standards may be quantitative or qualitative. For example, the quantitative standard set for the criteria "provides an up-to-date course syllabus for each course taught" might be the presence or absence of a syllabus whereas a qualitative standard might read, "An acceptable syllabus is one which contains . ."

The next step in developing the evaluation plan is to determine procedures and processes to be used in implementing it. One of the first considerations is to decide who will do the evaluating. Students

Each college has its unique set of circumstances and factors that will affect any set of plans for evaluating its adjunct faculty.



are prime candidates, as are supervisors of part-timers. In institutions that have a "mentor" or "buddy" system in effect, the system's participants may provide evaluative data. Instructors teaching part-time in community service or continuing education programs may be evaluated by staff members in those areas. Finally, part-timers should provide evaluative data through thoughtful self-analysis.

Another important part of the procedures is to determine how to collect the evaluative information. Forms, the prevalent means, can be used by students, supervisors, and the part-timers themselves. Classroom visits are especially useful for supervisors. Institutions with appropriate equipment could videotape class sessions for review. Informal feedback to supervisors or mentors would also be valuable, although such a source may not necessarily be written into the procedures. Another source of information about the performance of part-timers could be materials or products that they produce during the course, such as handouts, syllabi, or tests.

When to conduct evaluations must also be determined. Should evaluations be once a term, or once a year? If they are once a term, should they be at the beginning, the middle, or the end of the term? Perhaps they should be conducted more than once a term.

An extension of the "when?" question is "for how long?" Should the part-timer be evaluated every term, regardless of how many terms he or she may have taught at the institution? Or, should evaluation be for a certain number of years and then not thereafter? Should other patterns be developed?

Some institutions, especially those in which the role of the part-timer is broadly defined, may build weighting systems into the procedures. In such cases, instruction might account for 80% of the evaluation, advising for 20%, and professional development 20%. A numerical or point system on which to base weightings could also be developed.

A final procedural element involves informing the part-timer of the results of the evaluation. Options include sending them directly to the recipient, with appropriate instructions for interpretation, or sharing them during a meeting with a supervisor.

At this point, the plan should be fairly complete, but a few other steps are necessary before implementation. The committee should circulate the plan to other part-timers and appropriate administrators for review and suggestions, then revise the plan as needed, based on the review. Next, the plan and the system should be pilot tested to determine how they work in reality, as opposed to "on paper". Revisions and adjustments should be made where appropriate. The plan should then be ready for full and complete implementation.

Factors That May Affect the Plan

Each community college has its unique set of circumstances and factors that will affect any set of plans for evaluating its adjunct faculty. Some or all of these conditions need to be weighed when the plans are being developed. Two primary factors are the number of part-time instructors and the location of their classes. Obviously, larger numbers

of part-time faculty will mean a greater time commitment in gathering and analyzing data and in discussing the results. These same time and effort commitments are compounded if the part-timers instruct at several locations, as opposed to being on one campus. They may be affected further by the distance of these locations from the main campus or from supervisors responsible for part-time faculty.

Another time and effort factor is the turnover among adjunct instructors. The committee must ask itself to what extent the number of new part-timers hired each year or term, and the number of part-timers rehired each year or term, will affect the proposed evaluation procedures.

The ratio of part-timers to supervisors is another element that should be considered. Certainly, a supervisor in a growing division with 20 to 30 part-time instructors will be affected by evaluation procedures differently from one in a stable division where only 5 to 10 part-time faculty are utilized. The evaluation system's effect on a supervisor's workload may cause problems that need solving at a level higher than that of the planning committee.

Many questions are raised by factors surrounding reward systems for the adjuncts. The answer to each question may influence the final configuration of the evaluation system. For example, are all part-timers paid at the same rate? Is there a ranking system for them? Is salary related to participation in staff development activities or outcomes of the evaluation process? Are there possibilities for full-time work, should an opening exist, and what bearing would performance level or length of service have on the possibilities? Does length of service or performance level entitle the part-timer to preferences for times or openings of courses? Are more experienced part-timers used as mentors for less experienced part-timers?

Minimal Requirements for a System

Given the number of part-time instructors and other complicating or facilitating factors, an institution could develop or revise its evaluation system for part-time faculty with relative ease, or it could find the situation close to impossible. Whatever the circumstances, we think that any system or plan should conform to at least a minimal set of requirements. These are:

1. The plan must have the support of faculty and administration.

2. The purposes of the evaluation must be clearly defined and stated in writing.

3. The criteria used in the system must be clearly stated in writing and well known.

4. The procedures must be defined and stated in writing.

5. Specific duties of those responsible for implementing the procedures are to be clearly outlined in writing.

6. Procedures must provide for adequate protection of due process.

7. The procedures must outline the deadline dates associated with each step.

8. Anyone evaluated must be given or shown a copy of his or her evaluation report and provided an opportunity to respond.

9. Sufficient evidence must be obtained for adequate assessment of performance.

10. Supervisors and other persons involved in the appraisal process must be adequately trained in the evaluation system.

11. The system must not require an unrealistic amount of time to implement.

Conclusion

Despite their growing numbers and our reliance in the community college upon their services, part-time faculty members have more often than not been neglected. Efforts are now under way to reverse this situation. One of the areas needing improvement is the evaluation of adjunct faculty. The purpose of this article, therefore, has been to provide a blueprint for individuals and institutions needing to develop or revise an effective system for evaluating their part-timers. The benefits of doing so must not be overlooked. Evaluation can provide the evidence needed to help part-time faculty members improve and expand their instructional skills. With better performance by part-timers, the image and public relations of the institution are enhanced.

REFERENCES

Hammons, James O. "Adjunct Faculty: Another Look." *Community College Frontiers*, Vol. 8, No. 2, Winter, 1981.

Jim Hammons is Professor and Coordinator of Higher Education at the University of Arkansas and a frequent consultant to community colleges.

Gordon Watts is Director of Staff Development at Westark Community College and an adjunct professor at the University of Arkansas.

20 TIPS

FOR STAFF DEVELOPMENT PROGRAMMERS

The author's tips can serve as a checklist, or guidelines, for institutions in reviewing staff development efforts.

By ROGER WORSLEY

Anchorage Community College was recently recognized by the National Council of Staff, Program, and Organization Development as having one of the outstanding staff development programs in the country for single-campus institutions.

This article includes twenty tips to be considered by staff development personnel in establishing and/or reviewing their staff development efforts.

1. **Get Top-Side Support**. Ensure that the chief executive officer of your organization is committed to staff development. If this commitment is not forthcoming, your program stops here.

2. **Utilize Volunteers.** Seek volunteers to serve on your staff development committee. Don't turn anyone away who wants to serve, and utilize only those personnel who exhibit interest.

3. **Establish an Annual Theme and Objectives.** Have a theme for each year upon which your staff development efforts can be focused. Establish objectives which address this theme. For example, ACC's theme for the year is "The Future is Now." Our objectives then focus on computer literacy training and high technology workshops.

4. **Reallocate Funds.** Re-evaluate your priorities and reallocate funds from other sources to staff development. Don't hold off initiating staff development programs because you do not have access to new funding. The reallocation of resources to staff development clearly illustrates to all employee groups the emphasis of the organization and the importance placed upon staff development by the top-level decision-makers.

5. **Released Time, Closed Campus.** Find time for your staff development committee to meet during the work day. Release faculty from part of their teaching load, release classified staff from part of their duties, and reassign some administrative tasks to other personnel. This again emphasizes support for the program and helps guarantee sufficient planning time. Close the campus at least twice yearly for staff development in-service days. Allow all employees to attend and inform the community of the importance you place on the up-grading of your employees.

6. **Provide Support Staff.** Assign a classified employee as the primary support staff person for your staff development committee. This person is invaluable in preparing and distributing minutes, processing purchase requests, and keeping budget accounts up-to-date.

7. **Conduct a Needs Assessment.** On an annual basis, your institution should conduct a needs assessment in order to assist your committee in theme and objective-setting activities. Ensure that your program addresses or responds to the identified needs. Disseminate the results of this assessment to all employees.

8. **Integrate the Program.** At ACC, all employee groups are part of the staff development program. We address the needs of full-time faculty, adjunct faculty, classified staff and management personnel. We attempt to integrate as many activ-

ities as possible for these diverse groups.

9. **Coordinate All Staff Development Activities.** All staff development activities should be coordinated by a central committee. This committee should distribute a staff development calendar at least quarterly. The purpose of this coordination is quality control, information dissemination and technical assistance.

10. **Provide for Personal and Organizational Growth.** Ensure that staff development activities allow for the personal, as well as the professional growth of the employee.

11. **Provide for Interpersonal and Skill-Building Growth.** Ensure that staff development activities allow for the development of interpersonal relationships, as well as skill-building in task-related areas.

12. **Repeat Workshops.** Whenever possible, workshops should be repeated in the same day. This allows for office coverage and teaching schedules. Office staff can alternate attendance with supervisors' approval. This eliminates having to choose who should attend.

13. **No Housekeeping During In-Service Days.** During in-service days, we do not allow activities, which could be called housekeeping activities, such as accounting workshops, purchasing workshops, program review, etc. These things are important, but should be scheduled by these departments at times other than in-service days. In-service days are for personal and institutional growth activities.

14. **Bring People In.** Bring in outside resource people to make presentations. It is less expensive to pay the travel of one consultant to speak to 100 people, than it is to send two or three people to a workshop. The infusion of new ideas is refreshing to staff.

15. **Highlight Your Own People.** This may seem contradictory to item 14, but it is not. We emphasize the skills and talents of our best people. We do not schedule them in competition with outside consultants. Ensure that the people you choose to highlight are "good" presentors.

16. **Have a Newsletter.** Establish a staff development newsletter which keeps people informed of what is being done in staff development. Publish upcoming events and report on your successes. Have selected staff members contribute articles on teaching strategies that work and other interesting topics which are not normally shared. Publish at least twice a month and ensure distribution to all employees.

17. **Ensure Quality Control.** Evaluate all staff development activities in a formal manner. Conduct critiques of what is working well and who did a good job. Share these evaluations with presentors for their information. Modify some activities, eliminate some, and repeat the most successful.

18. **Recognize Contributions.** Since you are utilizing volunteers, be sure to recognize their contributions. Thank people in public and make sure that you follow up with letters of appreciation. These letters are a good contribution to an employee's personnel file, or copies may be sent to supervisors.

19. **Join Staff Development Organizations.** Take out institutional memberships in staff development organizations and encourage your staff members to participate individually. ACC belongs to The National Council of Staff, Program, and Organization Development, The National Institute for Staff and Organization Development, The Higher Education Management Institute, The American Society for Training and Development, Main Event Management (MODEL-NETICS), and the Institute for Management Improvement. We encourage our staff to be active in these groups and to participate in their conferences and programs. Much of the literature which comes from these groups is circulated on campus.

20. **Listen and Respond.** Most of all, it is important to listen to your people and respond to their needs. Staff development programs are only established for one group--the staff. Many times we enjoy doing "our thing" when we should actually be doing "their thing." When someone makes a suggestion or offers a criticism, it is important that that person receive a response. If you ignore their input, they will ignore you.

SUMMARY

We believe that these twenty tips have brought our staff development program to a level of viability which could not ordinarily have been accomplished in three years. We hope that you can use some of them in your program. There is not much that is new in staff development. The key to successful programming is to adopt those strategies that match up well with your needs and to alter those that might have some merit for your program.

Dr. Roger Worsley is Dean of Educational Services and Co-Chair of the Career Development Committee at Anchorage Community College.

The Micro Millenium:

A Reading Must for Staff Developers

BY MARY ELLEN DUNCAN

Director of Institutional Development
Tri-County Technical College

> **. . . The world is already complicated to the point of desperation, and the complication is almost entirely of our own doing. In order to support a growing, increasingly more affluent civilization, we have applied science and technology mercilessly to assist us. The result has been an even more complex world, demanding even deeper excursions into advanced technology which in turn complicate the world yet further.**
> **Is there any way out of this technological trap?. . . (p. 152)**

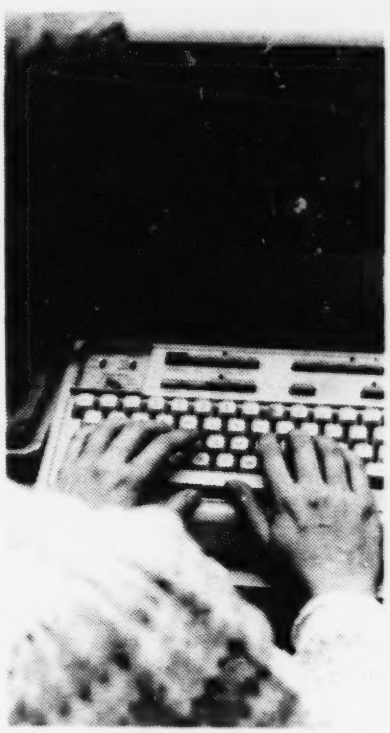
In our day to day routines, teaching, planning workshops and writing proposals, we may only occasionally allow ourselves a moment to notice changes in our environment. Immediate situations are usually overwhelming enough without imaginary sceneries of our world in 1990 or 2000. What could be so different in twenty years? Won't we still be chattering about the importance of administrative support for staff development at NCSPOD's annual conference?

The late Christopher Evans, one of the world's leading authorities on microprocessors, understood this about us when he undertook the writing of *The Micro Millenium* published in 1979 by Viking Press. Evans had more than glimpses of the future, but he also knew how to express the complexities of the future to even those of us who are expert on resistance to change.

Evans comments, "This book is an attempt to predict the nature of change, and to signal its imminence and inevitability. There may be very little time left for us to prepare ourselves for the future—but any time is better than none at all." (p. 11)

Reading the *Micro Millenium* is a good place to start. For those of us who have yet to master the operation of the 16mm film projector, the message is clear—the computer is one technology that none of us will be able to avoid.

The book begins with an explanation of what a computer is, beginning with the first computers in the 1600's. An interesting aside here in the story of Ada, Countess of Lovelace, who promoted and described in detail Babbage's Analytical Engine, and who recognized its importance in her youth. She also forsaw resistance to such a device.



In chapter three, Evans created analogies, showing the trends in miniaturization. In 1945 for a computer to parallel the brain in the number of functional components, it would have to be the size of New York City (all five boroughs!). This 1945 computer used tubes. In 1955, the computer, which used transistors, would have had to be the size of the Statue of Liberty. In 1965, the computer, using integration (the microprocessor) the computer would be the size of . . . a brain!

> **Assuming one makes such a brain model and it sits there, capable of calculating at computer-like speeds, it will still be unable to perform any of the functions of a human brain. To do so it would have to be programmed appropriately, and the programming problems would be colossal. But this does not imply that it could *never* be so programmed,. . . (p. 55)**

The computer will become more intelligent—probably at a faster rate than we want to accept.

Evans notes that there will be factors that will inhibit computer growth including inertia, social pressures, software gap, and perhaps even governmental interference. Our current economic

state, Evans states, is related to the computer revolution, more than any other factor.

But regardless of roadblocks, the author affirms that, "The world needs computers *now*, and it will need them more in the future; and because it needs them, it will have them." (p. 67) Need, demand, capitalism, and the new applications suggested by the new technology are forces that will promote computer growth.

The chapter on "Of Gadgets and Gimmicks" might help those of us who get a headache every time we hear a video game in operation (although that "beep, beep" on the microwave is such a delightful sound!) Evans says that good will come of all this and by the mid-to-late 1980's "powerful teaching computers" will be created along with the gimmicks and gadgets. And Evans suggests that preoccupation with computer games could replace the passivity of current TV watchers.

The future that Evans describes is not distant, but immediate—now and soon! IBM will be bigger than General Motors, bureaucracies will use computer modeling to solve problems and predict outcomes, and employment patterns will change.

Before long, we can look forward to a 30 hour work week, retirement options at 50-55, and six weeks vacation.

I guess it's not incomprehensible that the death of the printed word is only around the corner. After all, *even I* am using my Apple II Plus as a word processor and if Gordon had had his hooked up, I could have just transmitted this over the phone! No typewriter, no envelope, no stamp, no delay! I could even have made the publication deadline without worry!

Chapter nine "The Decline of the Professions" deserves special attention. "The vulnerability of the professions is tied up with their special strength—the fact that they act as exclusive repositories and disseminators of specialist knowledge." (p. 111) Naturally, my first impulse here is skepticism. This is not the first wave that tried to replace teachers or alter their function.

Evans explains that "not even the most experienced and eminent teacher, the most knowledgeable educator or the most perceptive psychologist, has the faintest idea what the best methods of teaching are." (p. 116) Because simplistic assumptions have been made about the teaching-learning process, such ideas as the teaching machine and programmed learning were failures.

The computer will become more intelligent -probably at a faster rate than we want to to accept.

Computer-assisted instruction (CAI) has now been slow to advance because there is little evidence that money can be made, according to Evans. Evans predicts that this will change as governments realize that their wealth depends greatly on the educational standard of the people.

While this chapter may upset us professionals, it also can help open our eyes to new realities. If we permit students to use calculators, won't that help many of our students to overcome their deficiences in math? Perhaps later, other areas? Maybe some of the new technologies can help by allowing students with ordinary deficiencies in basic skills to use "gimmicks" to be on an equal footing.

If more and more computers will be available, one of our roles as educators will have to be in programming. Computers will be designed to teach knowledge and problem-solving in every content area. We will still have the challenge of motivating students to learn, organizing the material, and presenting it creatively. But, if you were thinking that you could learn about computers, but not programming, I think you're wrong. As educators, I think we'll be writing programs. Hopefully, colleges are already requiring student teachers to learn programming.

As staff developers, another of our roles will be to help teachers develop skills in the processing of the vast amounts of information that will be effortlessly available in all fields. Our major concentration should turn to larger issues such as "What does all this information mean?"; "How can it improve our quality of life?"; "What do we value?"; "How should education influence people?"

> Is there any way out of this technological trap? Possibly, but only by taking a momentous step whose consequences are frighteningly hard to assess. The step is this: realizing that the problems of the world are moving out of our grasp we may shortly decide to look to our new companion, the computer, for a helping hand. When the limited powers of the human brain are stretched to the limit, our only option will be to turn to theoretically limitless powers of the machines for assistance. And the machines, slowly at first but ever so surely, will gather themselves together and oblige. (p. 152) □

YOU DECIDE

Workbook Wonder

"It seems that you and your committee have been mislead."

Perfection College is a four-year institution located in a southeastern state with a growing industrial base. Over the past several years the college's enrollment has increased steadily to its present level of 10,000 students. There are 200 full-time faculty members and about 75 part-time faculty members. The curriculum is comprehensive with a rapidly growing business division.

Dr. Susan Jones is the Director of Instructional Development at Perfection College, a job that she has held for three years. Two years ago, Susan applied for and received a five-year grant from The Eureka Oil Corporation in the amount of $500,000 to implement an instructional development program. The program includes monies for faculty travel, released time, instructional and curriculum development projects, on-campus workshops, and consultant visits.

Faculty members who want to utilize grant funds for such activities as curriculum development projects or released time must complete a written proposal following a standard format developed by Susan. Once submitted, Susan and a representative group of faculty members from across the campus review each proposal and decide whether or not to approve it.

In July of 1982, Susan and the committee received a request for released time during the fall semester from John Smith to develop a student workbook for his Human Relations course. John's proposal and the required outline of the project were not only in order but also looked quite polished. The proposal was accepted and John was granted the three hours of released time and a small amount of supply money for the project. In December, John reported to the committee that the project was complete. He also accounted for the supply money that he used.

It is now February, and in today's mail Susan finds a package in her mailbox and an anonymous note which reads:

> "It seems that you and your committee have been mislead. The workbook for Human Relations that you funded with released time and supply monies has been directly copied from Ace Publishing Company's text, *Human Relations: A New Perspective*. You will find some illuminating parallels and paraphrases in Chapters 2, 5, and 6."

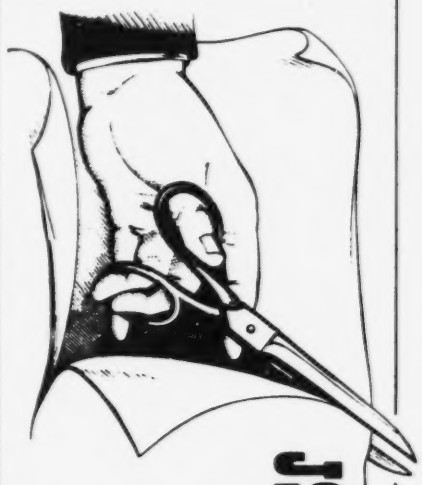
Susan realizes after reading the note that the bookstore has been selling these workbooks to students.

What should Susan do? How could a situation like this be prevented?

READERS: Please draft a response to this case and mail it to me. The best responses will be printed in the next issue of the *Journal* along with a new case for your consideration.

I would also encourage you to develop some cases of your own and submit them for use in this section of the journal.

—Editor



JSPOD ADVERTISEMENT RATES

The Journal of Staff, Program and Organization Development, P. O. Box 876, Stillwater, OK 74076. Classified and display advertising space rates and deadlines sent upon request.

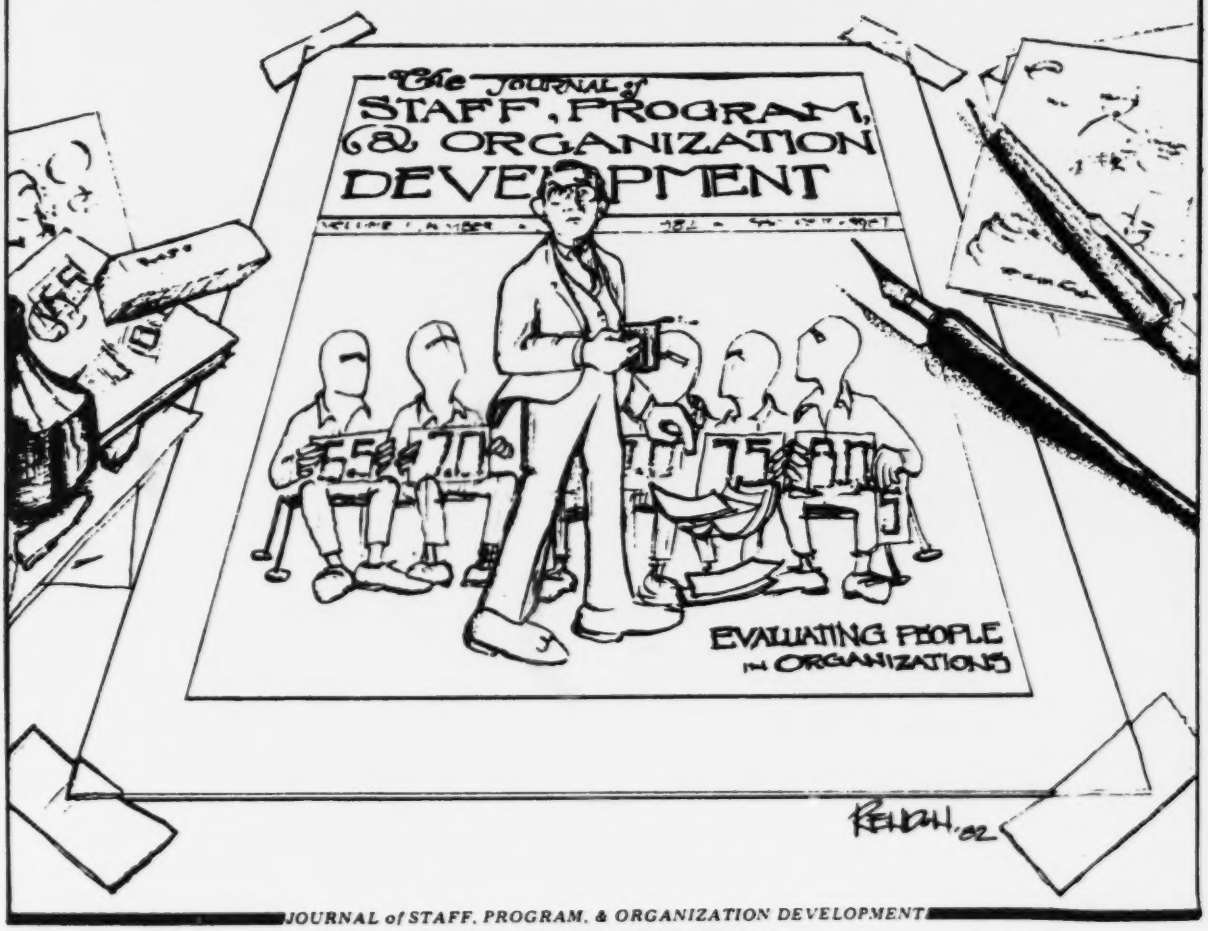
Name_____ Title_____

Institution_____

Address_____

City_____ State_____ Zip_____

A new journal devoted to promoting institutional and individual effectiveness.



JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

ORDER FORM

SUBSCRIPTION INFORMATION

For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered.

Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers.

☐ Payment enclosed [Payable to Forum Press, Inc.]
☐ Bill me ☐ Bill company

P.O. Box 876
Stillwater, OK 74076

Charge my ☐ MasterCard ☐ VISA Account No._____

For MasterCard only: Interbank No._____

Name_____ Title_____

Organization_____

Address_____

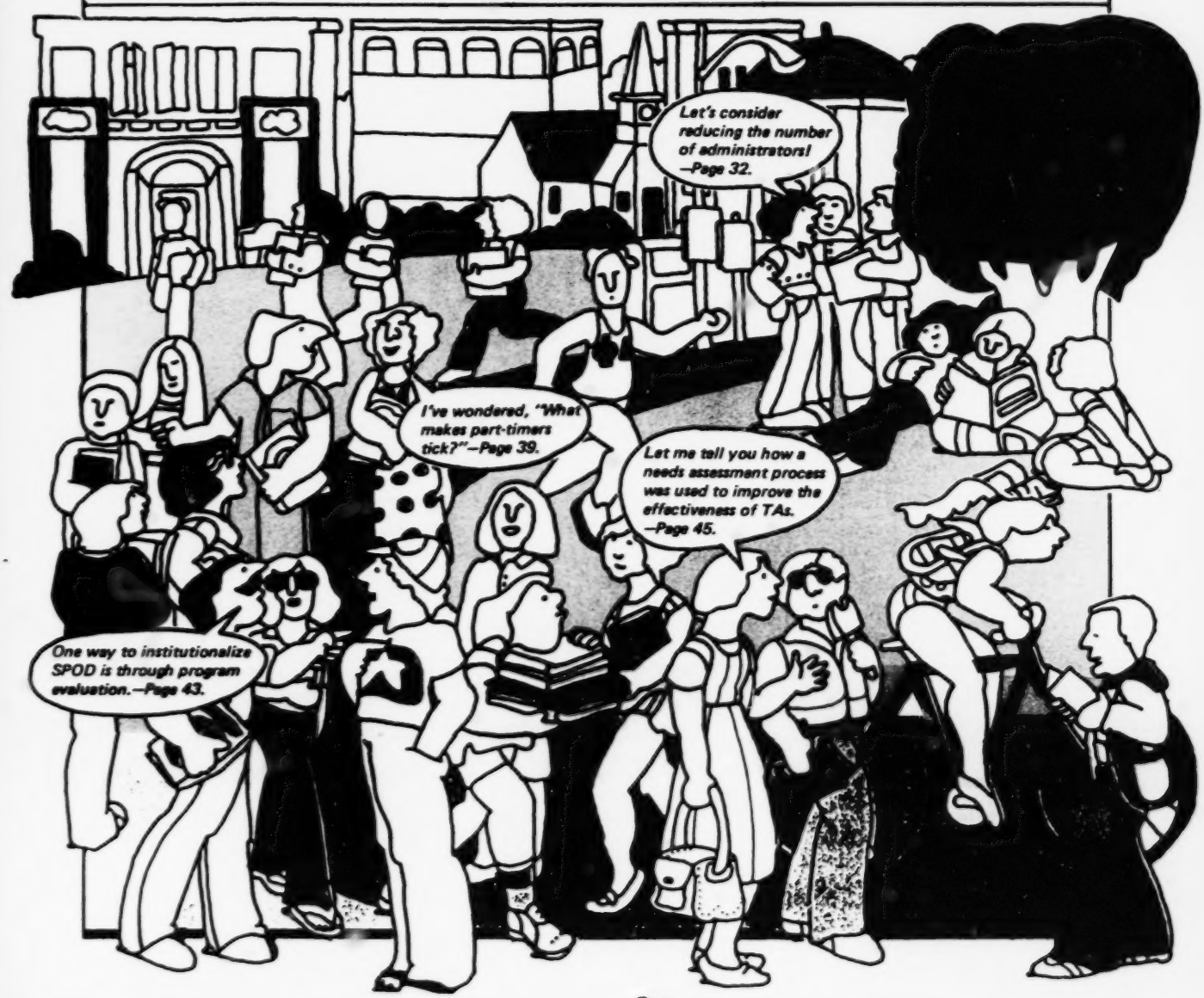
_____ Postal Code_____

Date_____ Signature_____

Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.

COMING UP
IN THE NEXT ISSUE
☐ Assessing & Responding to the Needs of TAs
☐ What Makes Part-Timers Tick?
☐ In Praise of Fewer Administrators
☐ Staff Development as Program Evaluation
☐ Practitioners' Tool Box
☐ Case Book–Legal Issues That Affect You
AND MUCH MORE

Volume 1, Number 2 *Summer 1983* *ISSN: 0736-7627*


Let's consider reducing the number of administrators! —Page 32.
I've wondered, "What makes part-timers tick?"—Page 39.
Let me tell you how a needs assessment process was used to improve the effectiveness of TAs. —Page 45.
One way to institutionalize SPOD is through program evaluation.—Page 43.

The JOURNAL of
STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 1, NUMBER 2 *SUMMER 1983* *ISSN: 0736-7627*

Publisher: Douglas Dollar

Circulation: Ann Carlson

Marketing: Martha Efurd

The Journal of Staff, Program and Organization Development is published quarterly by the Forum Press, Inc., P.O. Box 876, Stillwater, Oklahoma 74076, as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

SUBSCRIPTIONS: For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered. Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers. Send subscription requests to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076. Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.

SUBMISSIONS: "Guidelines for Authors" may be requested from the Editor or the Publisher. In general, manuscripts should be submitted to the Editor (see "Staff") double-spaced on 8½ x 11 inch white bond in an original and two copies. Include a large self-addressed, stamped envelope for return of manuscripts.

ADVERTISING: Requests for classified and display advertising space rates and deadlines should be sent to the publisher.

COPYRIGHT © 1983 by Forum Press, Inc. All Rights Reserved.

EDITOR

Gordon E. Watts
Director of Staff Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913
(501) 785-4241

EDITORIAL ADVISORY BOARD

James O. Hammons
Professor of Higher Education
University of Arkansas
Fayetteville, AR 72701

John E. Roueche
Professor and Director, Program in Community College Education
University of Texas
Austin, TX 78712

Walter Sikes
Director
Center for Creative Change
Yellow Springs, OH 45387

Al Smith
Professor of Higher Education
University of Florida
Gainesville, FL 32611

Carol Zion
Professor of Philosophy
Miami-Dade Community College
Miami, FL 33176

RESEARCH EDITOR

Edward J. Furst
Professor of Educational Foundations
University of Arkansas
Fayetteville, AR 72701

EDITORIAL REVIEW BOARD

Charles S. Claxton
Associate Professor, Center for the Study of Higher Education
Memphis State University
Memphis, TN 38152

Mary Lynn Crow
Director
Faculty Development Resource Center
University of Texas at Arlington
Arlington, TX 76019

Michael L. Davis
Assistant/Academic Vice President
University of the Pacific
Stockton, CA 95211

Mary Ellen Duncan
Director of Institutional Development
Tri-County Technical College
Pendleton, SC 29670

Bette LaSere Erickson
Instructional Development Program
University of Rhode Island
Kingston, RI 02881

Gregory C. Franklin
Dean for Instructional Services
Learning Resource Center
Muskegon Community College
Muskegon, MI 49442

Alexandra Glashan
Coordinator of Faculty Development
Vanier College
Montreal, Quebec, Canada H3X 2H9

Ronald J. Horvath
Director
Jefferson Community College
Louisville, KY 40202

Maureen Lukenbill
Director, Faculty, Staff, and Program Development
Miami-Dade Community College
Miami, FL 33176

Michael H. Parsons
Dean of Instruction
Hagerstown Junior College
Hagerstown, MD 21740

Glenn F. Nyre
Vice President and Executive Director
Evaluation and Training Institute
Los Angeles, CA 90025

James M. Rawson
Assistant Campus Dean
Mohave Community College
Lake Havasu City, AZ 86403

A program of rational retrenchment will permit the college to meet its purpose.

32

CONTENTS

VOLUME 1, NUMBER 2 *SUMMER 1983*

39

45

51

In Praise of Fewer Administrators — *A reduction in the number of college administrators can be an effective means of saving staff costs.* 32

What Makes Part-Timers Tick? — *Planning a comprehensive program for faculty integration and development for a multi-site community college.* 39

The Staff Development Program: An Institutional Resource for Program Evaluation — *One means for institutionalizing staff development is through involvement in program evaluation.* 43

Assessing and Responding to the Needs of Teaching Assistants — *The authors describe a study that indicated a need for TA teaching assistance programs at one major university. They believe similar programs are needed at other colleges.* 45

Comment 30
Common Problems

Take Note 30
Fall Events for Staff Developers

Reviews 51
Megatrends

Resources 53
ACCTion Consortium Resource Center

Casebook 54
Civil Rights and the Burden of Proof

You Decide 55
To Be, or Not To Be Developed

Prescriptions 56
New Twist On Old Tool

THE COVER: A theme running throughout this issue concerns problems which many institutions face in common.

COMMENT

Common Problems

By GORDON WATTS

Thank you, readers, for your positive comments regarding the first issue. The *Journal* publisher, staff, editorial board, and I greatly appreciate your support.

There is a common thread running through the articles in this issue. Each author shares with us a problem encountered at their institution and how they dealt with that problem so that ultimately others can profit from their experience. Donald Nichols and William Stuart show us how their institution maintained its effectiveness and economic vitality during the past ten years by decreasing rather than increasing administrative staff.

Pat Brams outlines the ways in which a large, urban multi-site community college met its needs for working with part-time faculty. Finally, Al Smith tells us how a needs assessment process was used to improve the teaching effectiveness of TA's.

We are continuing to focus on the issue of institutionalizing staff development that Roland Terrell raised in the first issue. Terrell's article prompted Tim Nolan, an instructional development specialist at two institutions, to react and suggest that staff development professionals can play a more central role in the institution through program evaluation.

We are introducing in this issue two columns that will be regular features to the *Journal*. One is "Casebook--Legal Issues

TAKE NOTE

Fall Events for Staff Developers

Including 1983-84 regional conferences of the American Society for Training and Development, Inc.

EVENT	FOR FURTHER INFORMATION
Academic Leadership Institute Louisville, KY September 22-23	Ellen Korn Jefferson Community College 109 East Broadway Louisville, KY 40202
Training Midwest Chicago, IL October 10-13	Training Conferences Conference Management Corporation 17 Washington Street Norwalk, CT 06854
Fourth Canadian Symposium on Instructional Technology Winnipeg, Canada October 19-21	K. Charbonneau Conference Services Office National Research Council of Canada Ottawa, Ontario K2A 0R6
National POD Conference Airlie, VA October 20-23	Bette LaSere Erickson Instructional Development Program 201 Chafee Social Science Center University of Rhode Island Kingston, RI 02881
NCSPOD National Conference Overland Park, KS October 30-November 2	Richard Yarger Edison Community College Fort Myers, FL 33907
1983 Conference, International Society for Individualized Instruction Overland Park, KS November 4-6	David Chapman, Program Chairman ISII Conference Committee P.O. Box 1090 Lawrence, KS 66044

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, INC.
1983 REGIONAL CONFERENCES

Region 1 New York City, NY September 29-October 1	Arlene Faris Personnel Manager Wagner 100 Misty Lane Parsippany, NJ

EVENT	FOR FURTHER INFORMATION
Region 3 Dayton, OH October 16-18	Pat Lynch 2917 F. Country Line Road Kettering, OH 45430
Region 4 Norfolk, VA October 9-12	Michael Glenn, APS, Department of the Navy Human Resource Management Center 5621 Tidewater Drive Norfolk, VA 23509
Region 5 Springfield, IL October 16-19	Linda Troman, Ph.D. State Farm Life Insurance Co. Financial Planning Department One State Farm Plaza Bloomington, IL 61701
Region 6 Kansas City, KS November 7-9	Roy Rogers Director of Sales Training N. American Plant Breeders 5201 Johnson Drive Mission, KS 66205
Region 7 Oklahoma City, OK October 19-21	Gayla R. Sherry Liberty National Bank & Trust Co. Liberty Tower P.O. Box 258-48 Oklahoma City, OK 73125
Region 8 Seattle, WA September 17-20	Carmen Shone Assistant Vice President First Interstate Bank of Washington, NA P.O. Box 160 FC25 Seattle, WA 98111
Region 9 Jacksonville, FL October 4-8	Brenda Cain Training & Development Blue Cross/Blue Shield of Florida 532 Riverside Avenue Jacksonville, FL 32202

That Affect You" by Hilda Owens of the University of South Carolina, and the other is "Prescriptions for Practitioners" by Duane Anderson of the University of Iowa. We are excited about their contributions and feel certain that you will find them valuable.

Finally, I would like to again express my desire that the *Journal* become a vehicle for us to share and communicate with one another. Please become involved with the *Journal* by sending us your thoughts and reactions to the articles and features and by contributing articles. Thus, *our Journal* can begin to reach its potential.

JOURNAL of STAFF, PROGRAM & ORGANIZATION DEVELOPMENT

☐ Payment Enclosed
☐ Bill Me ☐ Bill Company

[Payable to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076]

Name_____

Institution_____

Address_____

_____

_____ Postal Code_____

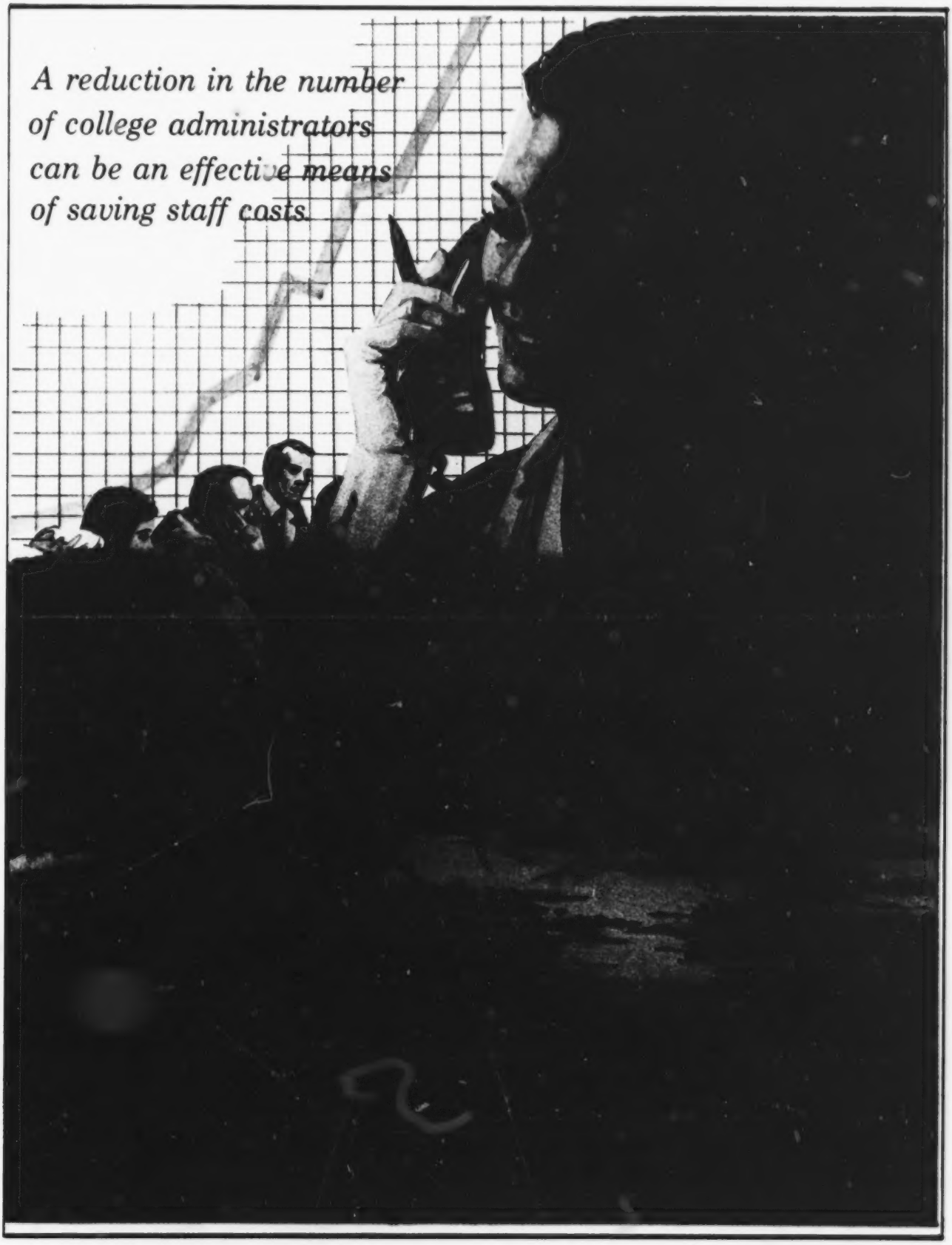
Date_____ Signature_____

SUBSCRIPTION INFORMATION

For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20 for institutional (library) or U.S. $14 for individual subscriptions. Bulk subscriptions are available to institutions for $12 per copy annually when three or more copies are ordered.

Overseas subscribers should add U.S. $5 to the above prices. Subscribers in Canada and Mexico receive the Journal at the same postage rate as U.S. subscribers.

COMING UP NEXT ISSUE
☆Reductions in Force in Higher Education
☆Making Inservice Easy, Excellent and Accessible
☆Participation: the key ingredient in developing student rating instruments.
☆AND MUCH MORE


A reduction in the number
of college administrators
can be an effective means
of saving staff costs.

In Praise of

Fewer Administrators

By DONALD D. NICHOLS and WILLIAM H. STUART

At a time when many colleges across the country are faced with budget problems, faculty and staff retrenchment, and other constraints on institutional growth, it behooves administrators to look closely at any and all ideas that promote efficient use of taxpayers' dollars. Much has been written about citizen revolts on issues of taxation and the need for belt-tightening on the part of all institutions which depend on public support. One clear message that runs through the debate and discussion is the call for an emphasis on cost-benefit analysis and for better accountability.

The literature is replete with analyses and recommendations in the financial domain and they stretch across the spectrum of higher education. The *Chronicle of Higher Education* warned, in January, 1982, that the hard times may have just begun for almost all institutions. In *Financing Community Colleges: An Economic Perspective*, Breneman and Nelson (1981) state:

> Throughout this book we have stressed the tension between institutional mission and finance as the central theme or issue in the financing of two-year colleges. This tension promises to grow during the next two decades. . .

Further support for the negative emotions inherent in a constraint climate is given by Mingle and Associates (1981) in their discussion of retrenchment ideas: "Faculty and administrators accept the necessity for retrenchment with extraordinary difficulty." Glenny and Bowen (1981) list indicators that the institution *can* control during times of retirements and hiring from within the institution. And there is little comfort in noting that ample warning had been given to an impending economic crunch. *Change* devoted a cover story to the financial state of higher education in 1976 and commented: "Little doubt remains, however, that allocation decisions within higher education, and public comprehension of the precise nature of these financial difficulties, must be seriously addressed in the next few years."

THE OAKLAND EXPERIENCE

One response to these concerns has been made by administrators at Oakland Community College, in Bloomfield Hills, Michigan; this response may be of value to other colleges seeking to maximize use of funds, rearrange organizational tasks, and still maintain administrative effectiveness.

What we are advocating is a reduction in the number of college administrators as a means of saving staff costs. This idea is an anthema to most of our colleagues and we are sure to be criticized as the bearers of a heretical concept. However, the experience at Oakland may serve as a viable model for other institutions facing maney problems.

As an attention-getter, consider the following statistical changes over the past decade at Oakland:

	1970	1980
Enrollment	11,700	24,000
Number of campus sites	4	5*
Full-time faculty	204	302
Support staff (non-academic)	35	50
Clerical	175	192
NUMBER OF ADMINISTRATORS	84	32

(*The Central Office administrative staff is located at a 6th site and provides numerous services to the campuses.)

In capsule form, note that during this period student enrollment more than doubled while the number of administrators was reduced by sixty-two percent. Even though we are arguing for fewer administrators it should be noted that Oakland's total staff remained fairly constant during this decade while the College's enrollment increased by 12,000

students. In 1970 there were 596 faculty, clerical workers, maintenance, and public safety employees and by 1980 this number had increased only to 681 (the increase was primarily in faculty hiring).

We maintain that the college, at present, is administered as well as (if not better than) a decade ago. How is this possible? Oakland is a multi-campus district near Detroit offering transfer and vocational/technical programs to its now 26,000 students. It has four campuses strategically located to serve a county population of over 1 million. One campus operates in two separate cities (Southfield and Royal Oak) and the College also offers classes at 9 extension centers. Like most multi-campus institutions, the College has been hard-pressed to meet the needs of larger enrollments, with their concomitant demands on staff and resources, in an environment of constricting state and local allocations. And, to further complicate the administrative task, the College has collective bargaining agreements with 7 different unions.

Opening in 1965 with record enrollments and a strong financial base, the College "grew like Topsy" in student, faculty, and administrative numbers. Like many new institutions, the College attempted to respond to total community needs and to be "all things to all people." By 1970, a cadre of 84 administrators was enscounced in a variety of offices. The organizational structure evolved as indicated below:

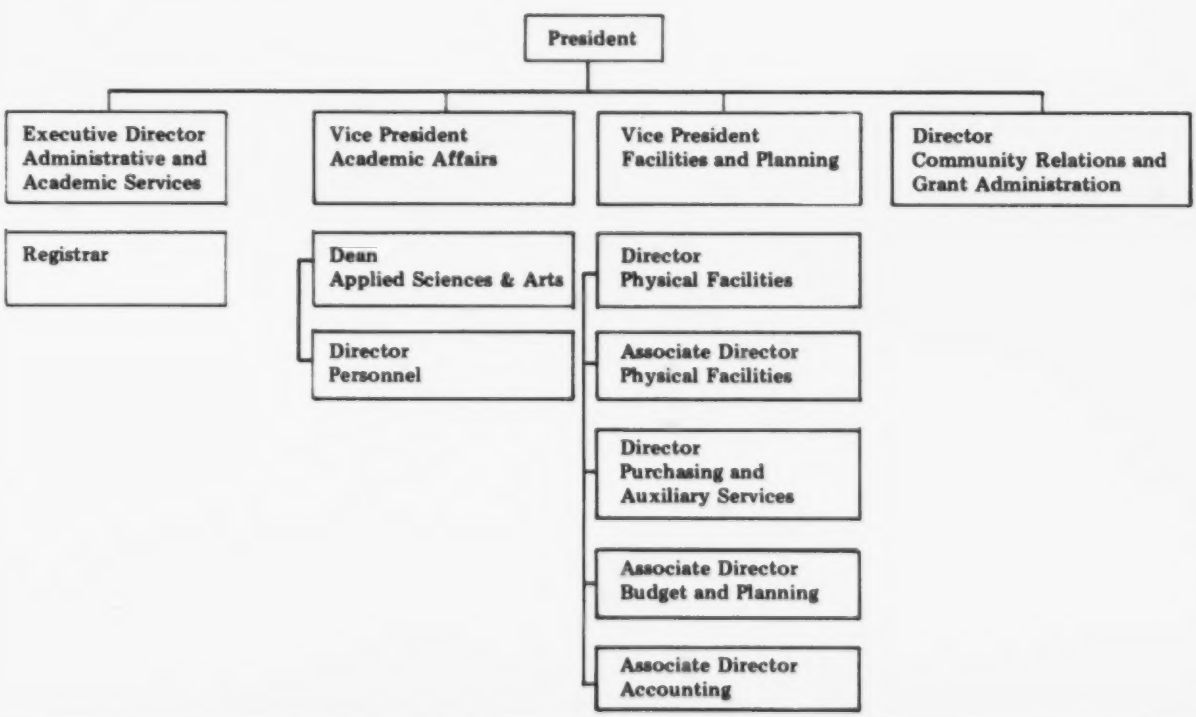
It has long been held that the institution reflects

A "can-do-only-so-much" posture is a difficult position for many colleges.

Organization Chart

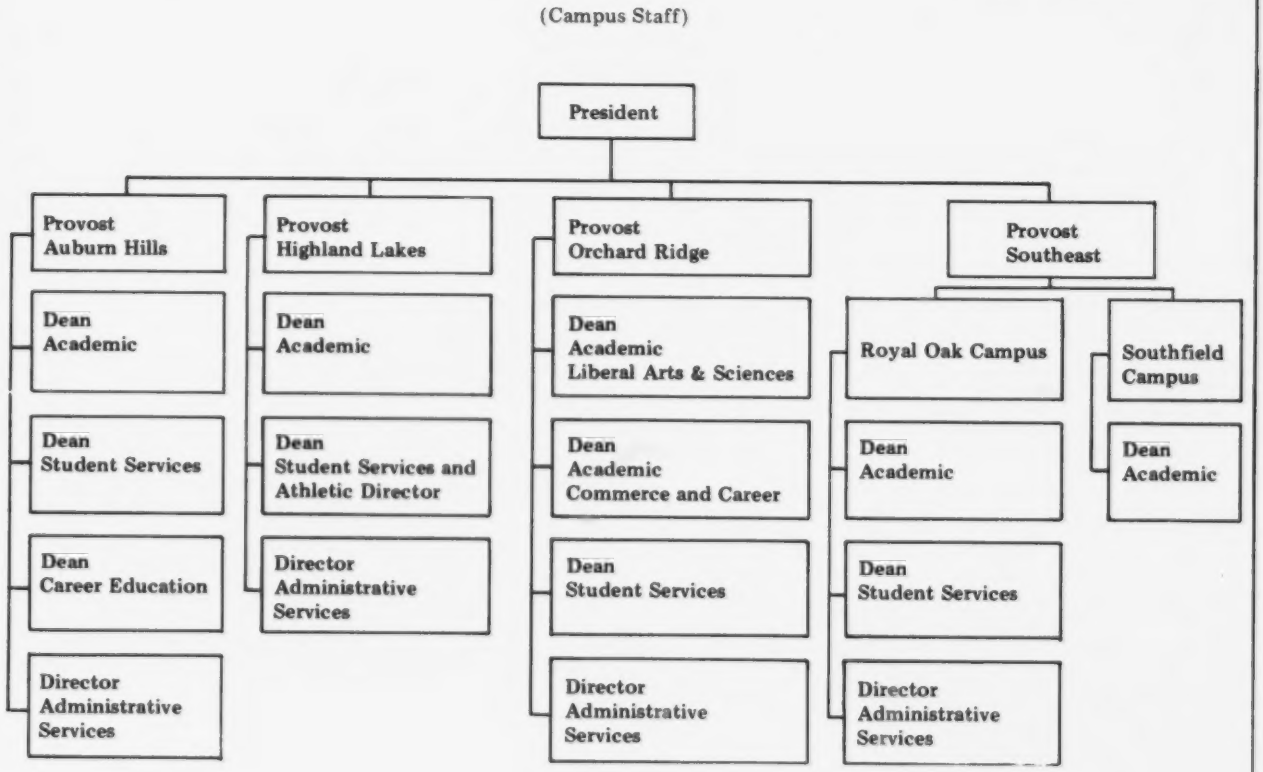
OAKLAND COMMUNITY COLLEGE

(Central Office Staff)



the philosophy of the president which probably explains the expansion of the administrative sector during the college's formative years (1965-70). With a change in executive leadership, it became apparent that there was a surfeit of administrators, and a plan of reduction through normal attrition was instituted. Over the next few years, some administrators moved on to other colleges, many transferred to the teaching faculty, and several retired. By late 1971, the staff of 84 had dropped to 54 and by the end of the decade there were only 32 administrators for an enrollment of over 24,000 students. It must be admitted that Oakland's administrative numbers were extravagant, but we believe that a close analysis would find countless other institutions top-heavy in this leadership sector.

Oakland's systematic process of staff reduction necessitated a reorganization plan which called for the consolidation of job functions. Remaining staff members were requested to absorb responsibilities previously done by others who had vacated positions. A commitment was made to *not fill* these jobs and to eliminate services to the college and surrounding community that could no longer be justified financially. The example of the community services function will serve as a model for what occurred in numerous areas of the college. Community services was an independent branch of the college with a director, four assistant directors, and appropriate staff and clericals. An analysis of budget constraints revealed that the college could no longer afford to offer a separate comprehensive program of community services including an extensive assortment of cultural events. Full-time administrative staff in this domain were asked to transfer to vacant posts and assume new responsibilities. The community services function was not phased out entirely; the credit courses were assigned to the



*At Oakland the Campus Provosts function at the same administrative level as the Vice Presidents.

campus academic deans and the pure community service function to support staff and student deans. Thus, it became a campus function with reduced emphasis and, hence, a less expensive part of the total college budget.

This example raised an important principle of administrative reduction and cost-saving that we believe is essential: There are some activities that the college is presently doing which *it can no longer afford.* This "can-do-only-so-much" posture is a difficult position for many community colleges which have tried to serve multiple functions for their citizens. It is sometimes politically impossible to undo the philosophical "mission" of the college. For example, during the early years, the college's counseling centers scheduled one-hour appointments for *all* new students; they now struggle to provide 30 minute interviews. As expected, this is a very difficult part of the reduction process. Questions and answers in this arena demand open and honest discussion of the administrative level before plans are executed.

SUGGESTIONS FOR RATIONAL RETRENCHMENT

Based on the experiences noted above, we are suggesting that most institutions can continue to fulfill their institutional mission with fewer, *not more*, administrators in the future. Upon examination, the North Central Association review teams and the college self-evaluation has found no diminution in the quality of educational leadership at Oakland over the past decade. In addition, we contend that there has been an unnecessary overprofessionalization of some positions in higher education. We believe that what was previously done by a dean can be accomplished by an assistant dean or lower level administrator.

Our philosophical position is based on a posture that we call "rational retrenchment." That is, financially-pressed colleges can employ reasonable measures to reduce costs and still maintain quality.

For rational retrenchment to be successful, several components are essential. Included are:

1. *Presidential and top-level leadership must formulate a rational plan of reduction to be communicated to all staff involved.*

Any plan involving the elimination of people's jobs and the adding-on of additional tasks requires careful formulation and intricate execution. Agreement at the presidential staff level is crucial since members of that body will be losing some key personnel in the reduction process. For example, the vice-president for academic affairs must be willing to have a dean's post omitted or down-graded to an associate or assistant dean level as part of the cost-saving action. In order to reduce administrative in-fighting and produce an unanimity of effort, there must be an orderly plan. This can be accomplished by using M.B.O., P.E.R.T or any other systematic process which attempts to eliminate emotional responses and institute rational analysis. Agreement at the president's level is also crucial because additional tasks and responsibilities will inevitably be added to the assignments of remaining administrators.

2. *A communication network within the institution must incorporate multiple means of informing all staff of changes in the organization.*

Open dialogue is crucial in overcoming resistance to change and maintaining employee faith in the organization.

Since "communications" is usually the most frequently-cited problem in social relation, it is incumbent upon administrators to include careful and effective communications. This issue is most crucial for multi-campus institutions where geographical separation tends to complicate the problem. We find that a method of multiple communication channels is effective if paper items (memos, newsletters, etc.) are carefully and timely used. The reduction plan can be communicated to all staff by employing small group meetings for explaining the rationale and purpose, followed by individual discussions with those in specific service areas. Open dialogue is crucial in overcoming resistance to change and maintaining employee faith in the organization.

The use of key faculty leaders as "communication links" to their colleagues is another efficient method. In 1967, Oakland's president decided to replace academic division chairpersons, who were administrators, with faculty department heads stipulated in the Faculty Labor Agreement. Rather than four division persons reporting to the dean of Instruction, as many as 16 departmentally-elected persons now report to the dean. Awkward as it might seem, there is direct line responsibility, accountability and communication. The academic

dean at each campus now communicates in monthly meetings with those who in turn pass information along to their peers. Semester scheduling, recommendations for hiring, and related personnel matters are then passed back to the dean for approval or reaction. With fewer administrators to respond to a larger staff, open lines of communications are mandatory.

3. *A strong, effective and efficient personnel office is mandatory for coordinating change.*

The personnel office must provide objectivity in recommendations for staff reductions when the various college divisions are in competition for tight budgets. With sufficient input, this office will be able to measure revenue versus costs and job descriptions in a manner other than mute cries of unfair treatment. In addition, the communications network cannot function without data available only through the personnel office: salaries, benefits, seniority lists, and grievance decisions to name just a few.

It also can play a positive role in management training as positions are consolidated. The administrators and support staff supervisors at Oakland have required seminars and workshops conducted by experts from outside the college to strengthen leadership capabilities. Management skills in everyday relationships with the various employee bargaining units need to be continually addressed. These are also excellent tools in the process of staff development. Similar to most multi-campus community college districts, Oakland's personnel office is housed at a centrally-located administrative center and helps to ensure that uniform practices are carried out throughout the institution.

4. *For larger institutions, a comprehensive computer services department is essential.*

What has been accomplished at Oakland may not have been possible without the availability of the computer. It was clear in 1966 that there was no way that the then three campuses could perform certain tasks without computer capability. A student had to be able to go to any campus site and register for classes anywhere in the college, or add-drop where necessary. But, tied to these complications was the fact that the bargaining agreement with the faculty set maximums on seat size per class. So, administrators, faculty, students, and registration clerks needed accurate data on a continuous basis.

The college moved to on-line, college-wide student files which permitted a student to appear at any site and have his or her data on a screen. While we recognize that all colleges will not have a sophisticated computer services department (providing data on faculty loads, registration, payroll, etc.), less expensive, new technology now available can provide the assistance needed by the fewer administrators.

Microcomputers, with software, will provide any college the potential to reduce the persons necessary to perform certain tasks. If this is not economical, time sharing with a larger college or university to run a computerized registration and academic records process, room usage and daily or weekly room schedules would save administrators and staff from repetitive tasks. Information must be accessed in geometrically shorter spans of time to speed decision-making options.

5. *A training plan for utilizing support staff in positions previously held by administrators must be developed.*

Administrators usually are considered specialists in education, schooled in one or two disciplines, but as advancement takes place they are given broad-based responsibilities. When staff reductions that we are suggesting occur, certain duties will necessitate the existence of supervisory personnel to provide decisions within a narrow framework. Financial aids, bookstore, food service programs, and physical education buildings in many colleges are usually operated by separate administrators. When staff reductions are introduced, these activities are given to a dean of student services, and less costly supervisors take over the facilities.

To support our contention that there has been an unnecessary over-professionalization of positions in higher education, we point to Oakland's success in utilizing support staff, with fewer credentials, in a variety of positions. Support staff who become quasi-administrators need a regular schedule of training sessions covering implementation of contracts, hiring procedures, discipline and communication techniques.

The administrator responsible for the network in which support staff are used in this capacity will be "teachers" and monitors of progress. It is helpful to outline and review specific tasks and to work directly with the support person for the first few months of assignment. The administrator can gradually withdraw from administering the area as the subordinate becomes at ease with new responsibilities and understands the processes.

Also, clerical employees in the various departments should be given a training period for positions in the support staff category in newly-opened areas, and support staff presently situated there should be provided training to expand their management areas. Yearly analyses of functions could disclose areas where two functions should be com-

bined under a support staff, thereby freeing the administrator to deal with broad policy decisions.

6. *A "Theory Z" atmosphere is recommended for bringing change in a climate of trust and openness.*

Professor Ouchi's (1981) contribution to our understanding of effective organizations based on a modified U.S.-Japanese team model is appropriate for colleges and universities. We believe that special efforts must be made to create and maintain institutions in which mutual trust is highlighted, the subtleties of human relationships are understood, and a caring, supportive atmosphere is evident within the job organization. Like Ouchi, we believe that there is a symbiotic relationship between employee welfare and organizational purpose.

A program of rational retrenchment will permit the college to meet its purpose.

These conditions are particularly significant during administrative retrenchment since feelings of uncertainty and insecurity are sure to abound. The climate of trust helps to eliminate some of the anxiety inherent in times of economic constraint and personnel reduction. Institutions are able to remain effective by assisting administrators to become more multi-dimensional in relation to areas of leadership. It will be mandatory for the now fewer administrators to be conversant in a broader range of program knowledge. Rather than protecting their individual expertise and territory, administrators are called upon to share with colleagues who can fill in during their absence from the campus. For example, the academic dean must know the intricacies of the student dean's network and vice-versa. And, this mutual dependency can only occur in a climate of openness and trust.

A WORD OF CAUTION

While we argue that rational retrenchment has worked at Oakland and should have universal application, a word of caution is in order. As fewer administrators absorb a greater number of tasks, there is a tendency for them to be overloaded and subject to what is called "leader burnout." Dedicated administrators will be tempted to overlook the "can-do-only" management aspect of our plan and continue to attempt to do those things that time simply won't permit. When they attempt to do more than what's possible, the frustration level will rise. The president and other key leaders must be alert to these symptoms and counter movement in that direction. Executive leaders can monitor their colleagues on a regular basis at luncheons, group retreats, and in open discussions at meetings with the total staff.

CONCLUSION

Although we recognize that each college has a unique identity, we believe that the commonalities permit some generalizations befitting Oakland's experience. Change is difficult and especially tough in a non-growth environment. But, we much prefer the self-initiated change done by an institution's leaders rather than those alterations imposed from the outside by politicians and pressure groups.

A program of rational retrenchment will permit the college to meet its purpose while preserving a sense of vitality. Maher (1982) crystallizes our position by saying:

> Although the key decisions facing American higher education in the 1980s will concern economics, it is appropriate and probably imperative to keep institutional vitality before academic decision makers.

And, it is our contention that, if organized effectively, this essential vitality can be maintained by fewer administrators in the nation's colleges.

REFERENCES

Breneman, David W., and Nelson, Susan C. *Financing Community Colleges: An Economic Perspective.* Washington, D.C.: The Brookings Institution, 1981.

Glenny and Brown, (cited in Mingle) pp. 38-45.

"Higher Education's Hard Times May Have Begun." *Chronicle of Higher Education,* January 27, 1982, Vol. XXIII, No. 20, p. 4.

Mingle, James R. and Associates. *Challenges of Retrenchment.* San Francisco: Jossey-Bass, Inc., 1981.

Ouchi, William G., *Theory Z.* New York: Avon Books, 1981.

Maher, Thomas H. "Institutional Vitality in Higher Education." *Research Currents.* AAHE-ERIC, June, 1982, p. 1.

Donald D. Nichols is Academic Dean, Arts & Sciences, at Oakland Community College, Bloomfield Hills, MI.
William H. Stuart is Academic Dean, Career and Commerce, at Oakland.

WHAT MAKES PART-TIMERS TICK?

Planning a Comprehensive Program for Faculty Integration and Development for a Multi-site Community College

By PATRICIA CRAIG BRAMS

Widely dispersed throughout the vibrant Houston metropolis are 28 teaching sites of the Houston Community College System (HCCS). There, more than 1,000 part-time faculty and 300 full-time faculty serve 55,000 students in 10 divisions with a broad array of vocational/technical, transfer, adult and continuing education, and community service programs. In spite of the distances between their worksites, full-time faculty demonstrate a remarkable sense of community and involvement in the life of the college. They convene at departmental meetings, in-services, and professional development events and share membership in professional organizations in the college. They are attuned to the mission of the college and to managerial and instructional demands. Their activities and accomplishments are communicated in the college tabloid.

By comparison, HCCS part-time faculty, which comprise about 75% of the total faculty, are less integrated into the work of the college and have far less contact with the college. They lack adequate opportunities not only for improving managerial and instructional skills but also for communicating and interacting with part-time and full-time peers. A survey of part-time faculty at HCCS (Brams and Garwood, 1983) confirmed that although they experience some sense of isolation, they are generally interested in further contact and development and would willingly devote some additional time for professional development. Succinctly then, part-time faculty at HCCS are readily teachable, but not easily reachable.

In 1982-83, circumstances at HCCS favored the

Part-timers are a teachable cadre with great potential, but little time for development.

development of a program for part-time faculty. A confluence of administrative support, expression of need by part-timers, a keen interest of staff and instructional development personnel, and combined college and external funding led to an institutional commitment to launch a comprehensive long-term professional development program for part-time faculty. The staff and instructional specialist was delegated as program planner.

This paper describes the planning odyssey at HCCS: the use of a model, needs assessment and inventory procedures, and the selection of specific strategies consistent with two unique institutional characteristics. First, HCCS is not only a multi-site community college, but also a college with exceptionally broad outreach. Providing interaction and communication for an adjunct cadre with scant college contact was a major challenge in program planning. Second, because of the isolation of campuses, administrative units had become somewhat autonomous and had developed their own particular procedures and attitudes for the treatment of their part-time faculty. Some divisions developed excellent materials and provided growth opportunities while others were reluctant to make demands on their part-timers. There was, therefore, some ambivalence toward developing a standardized program. Materials and activities to support part-time faculty were welcomed, but retention of a high degree of flexibility and autonomy was also desired. The two problems, outreach and resistance to standardization, which were outcomes of the institutional structure, were the critical factors in developing strategies for the program and which distinguish the HCCS plan from one which might be developed in a college consolidated at a single site.

A Model For Program Planning

A model for a comprehensive part-time faculty development program was the foundation for planning. The model describes the convergence of institutional, faculty, and professional development inputs in eight essential processes in the treatment of part-time faculty (Fig. 1). The eight Process Components are recruitment, hiring, preservice, orientation, performance, inservice, supervision, and evaluation. If appropriate activities and materials are developed to support each of these eight processes, the result is a comprehensive part-time faculty development program with the benefits of professional development, integration and retention.

In HCCS's planning, the model was expanded to become an inventory of options from which specific strategies, materials, and activities for the program could be selected. In the left column in Fig. 1, approximately 50 options, or Response Mechanisms, to support the various Process Components were listed, five of which are shown as examples. The entire list included Response Mechanisms which were either already in use in the college, suggested in the literature, acquired from the survey and interviews (which will be described later), or entirely new ideas. Each Response Mechanism was separately considered with regard to impact and advocacy. As shown in Fig. 1, "X" indicated the Process Components in which a Response Mechanism might be utilized or have impact. The "S" (Status) column indicated whether or not the Response Mechanism was available, needed revision or needed to be designed. The Faculty and Administrator columns indicated how strongly faculty and administrators advocated the option as determined through surveys and interviews.

The collated information in Fig. 1 facilitated program decisions. For example, the Orientation Media needed revision but was ranked "high" by both faculty and administrator and had potential impact (X) in 5 of the Process Components. On the other hand, the Outstanding Teacher Award, not yet available was poorly supported by both faculty and administrators. Revision of the Orientation Media (updating and creating a new image for the college through a new videotape format) was selected as a program priority when all 50 options were compared; the Outstanding Teacher Award was not. Many other options were advocated, and their incorporation into the program is described in the final section of the paper describing strategies.

Administrative/Faculty Interviews

Using the Process Components of the model and an initial list of Response Mechanisms as a guide, thirty one-hour interviews were conducted with an array of division chairpersons, campus directors, and part-time faculty. During the interviews options were discussed, problems and solutions explored, successes noted, and materials in use for part-time faculty were collected and appraised. The interviews also served to build collaborative bonds to establish confidence that the

planner was concerned with the individual interests of the divisions.

As a result of the interviews, three separate departmental handbooks for part-timers were discovered which could serve as a basis to develop an improved handbook for use college-wide. In addition, different circumstances in the divisions were recognized. For example where a pool of part-time faculty were readily available for employment, administrators were willing to require staff to participate in instructional development activities; in divisions where this was not the case, administrators considered their part-time specialists as "prima donnas" and were reluctant to make demands. Generally, although interest was genuine and divisions wanted better materials and activities, they wanted to incorporate them as they deemed appropriate for their particular division.

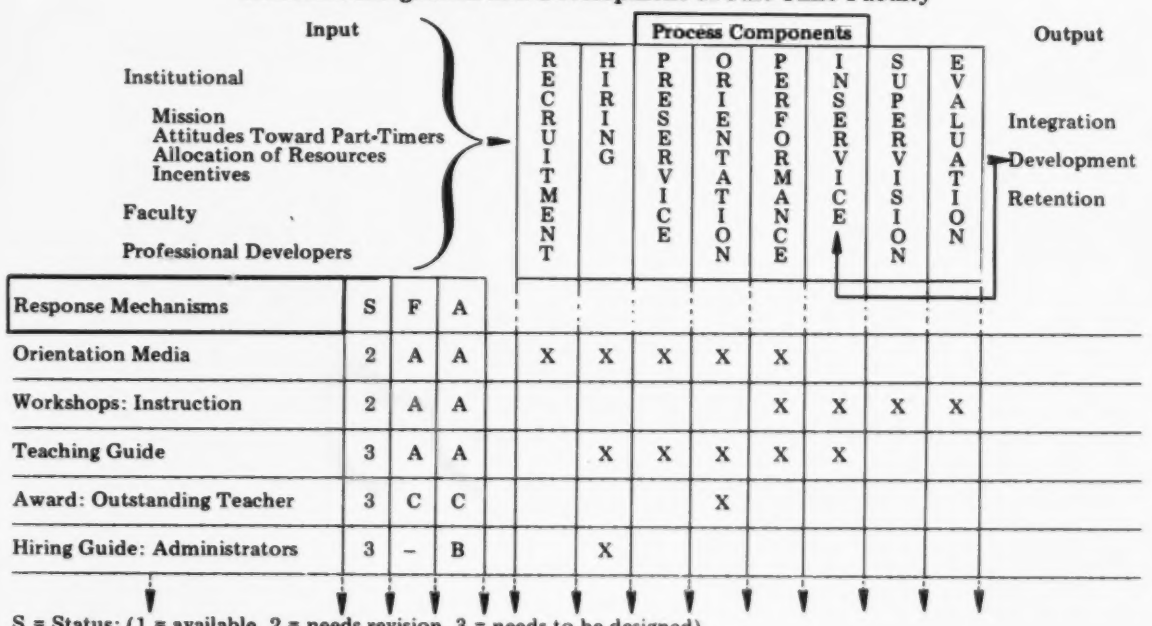
Part-Time Faculty Survey

Since participation in a program is enhanced when participants are involved in decision-making, a survey of all part-timers was considered essential in assuring that their needs were reflected in the program. The survey collected information on demographics, extent of teaching experience, commitment to continued employment, desired materials and information, adequacy of supervision and evaluation, and judgment of priorities for a program.

The response to the survey was excellent (approximately 70% returned the survey) and yielded some surprising insights. Whereas part-time faculty are often perceived as marginally interested in the college, experienced in their occupations, but untrained as teachers, the survey indicated that 70% of the part-time faculty had more than 2 years of teaching experience and 30% were currently employed as full-time teachers. More than 50% had been with the college over 2 years and 90% wanted to continue employment. Student progress was the prime satisfaction for 90% of the respondents and 60% were willing to devote two or more hours each semester to professional development. The profile that emerged was a group of considerably more stable, experienced, dedicated as teachers, and interested in professional development than expected.

Figure 1

A Model: Integration and Development of Part-Time Faculty



Strategies

At least 15 Response Mechanisms emerged from the process as highly desirable for inclusion in the program. The production of an Orientation Videotape and workshops on instruction were selected for the first phase of the program. The Orientation Videotape was to be developed as part of a series which included a general orientation; a description of forms which faculty would be using in a new computer system; and campus resources, personnel, and facilities. The instructional workshops would be campus-based "traveling workshops" to be presented prior to classes and repeated at various worksites.

It was decided to combine a number of the remaining well-supported options into a "HCCS Survival 6-Pack," which would be centrally distributed through Staff and Instructional Development. The "6-Pack" would be a packet, given to each part-time instructor and compartmentalized into six areas: General Orientation, Essential Policies and Procedures, Teaching Adult Learners, College Communication, Student Services and Professional Responsibilities, Evaluation and Growth. Appropriate compartments would contain, for example, a Part-Time Faculty Handbook, Practical Teaching Guide, samples of teacher evaluation and observation forms, and guides to student services and other resources. The actual videotapes and textbooks would be too cumbersome to include but the instructor would be directed to those resources through the packet.

The face of the packet would have a "see-through" pocket in which directions for use of materials in each compartment would be specified. These could be replaced as resources were developed and added to the packet. The directions, for example, for Compartment I (General Orientation) would read: "1) View College Orientation Videotape at _____(Department: Fill-in location); 2) Read Part-Time Faculty Handbook (enclosed); 3) Read Divisional Orientation Supplement (Optional: Obtain from Dept.)."

Through the packets, generic materials could be disseminated from a central source, and the divisions could add supplementary materials, such as semester schedules of departmental meetings or lists of audio-visual resources for the particular discipline. The direction sheets, too, could be amended in the divisions to include, for example, their supplements, names of mentors or media viewing sites and then inserted into the packet. The packets could then be distributed at hiring, at a departmental inservice, through a mentor or otherwise as the department deemed appropriate.

The "6-Pack" is being developed. It is anticipated that it will satisfy the need for centrally distributed materials to part-time faculty and afford the various divisions a choice in what is given to their part-timers and how it will be utilized. For example, three different classroom observation forms may be sent in the packets. The division may leave all of them in the compartment, select only one for their instructors or add a fourth. The main concern of the planner is that the instructor receives at least one form so that he or she is informed about evaluation criteria before being observed in the classroom.

In the first year, all part-timers will receive the packet; thereafter only new instructors will receive the entire packet, and others will receive updated information or additional resources as they are developed for the program. The "6-Pack" is expected to supply a variety of essential information which is comprehensive, current, well-organized, and portable.

Conclusion

What makes part-timers tick? The answer is their inherent motivation and broad experience supported by creative modes of delivery of information and activities which hasten their induction in the college and enhance their professional growth. They are a teachable cadre with great potential and little time for its development. Therefore, professional developers need to plan for short, convenient delivery of programs directly serving their needs--programs which make every second count!

REFERENCES

Brams, P. and Garwood, J. "Report on Part-Time Faculty Survey." Houston Community College, Houston, Texas, 1983.

Eliason, N. C. "Part-Time Faculty: A National Perspective." *New Directions For Community College*. Volume 8, Number 2, 1980.

Guthrie-Morse, B. "The Utilization of Part-Time Faculty." *Community College Frontiers*. Spring 1979.

Kushner, G. et al. *What Accounts For Sociocultural Change? A Propositional Inventory*. Institute for Research in Social Science, University of North Carolina, Chapel Hill, 1962.

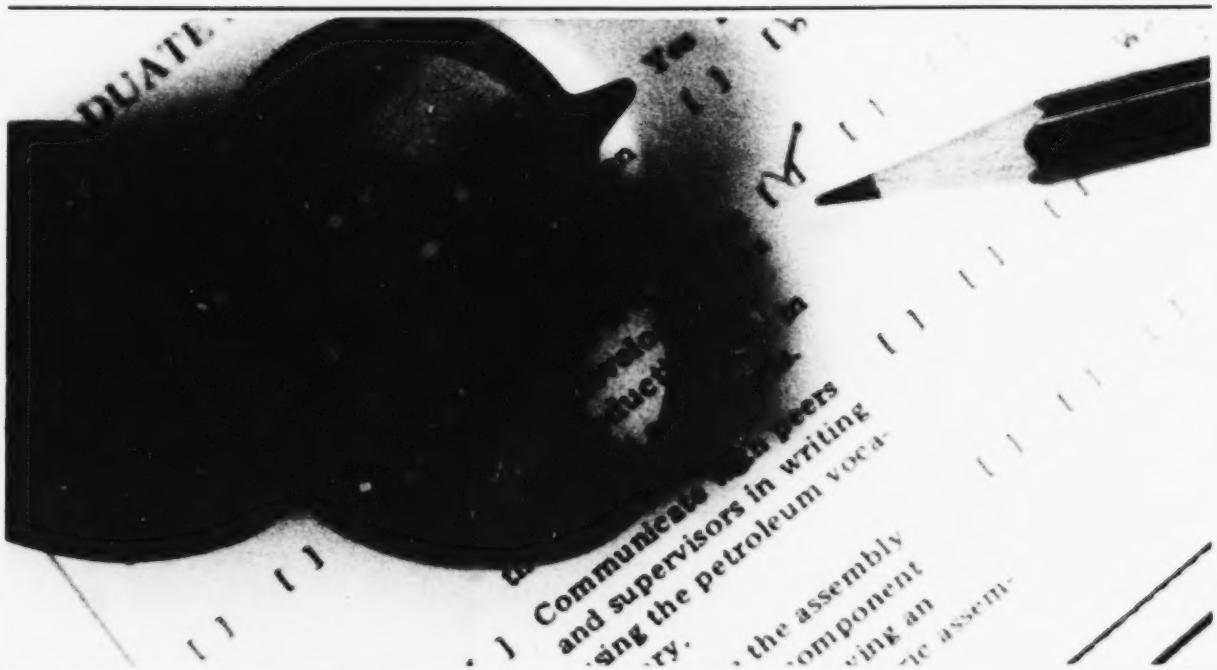
Willett, L. H., "Comparison of Instructional Effectiveness of Full and Part-Time Faculty." *Community/Junior College Quarterly*. Volume 5, October-December, 1980.

Dr. Patricia Craig Brams is staff and instruction specialist at Houston Community College, Houston, Texas.

BEST COPY AVAILABL!

The Staff Development Program:

An Institutional Resource for Program Evaluation



One means for institutionalizing staff development is through involvement in program evaluation.

By TIMOTHY NOLAN

As a former director of staff development and a current director of instructional improvement, I would like to share my reactions to Roland Terrell's and Phil Day's articles that appeared in the first issue of the *Journal*. I certainly agree with their assessment that staff development practitioners have not been involved enough, if at all, in the mainstream of institutional policy, procedure, and planning processes. To continue this course naturally jeopardizes the existence of staff development programs and practitioners.

The alternative, according to Terrell and Day, is for SPOD practitioners to become involved in the institution to the extent that they become an integral and perhaps indispensable part of the institution's fabric. I concur. Such institutionalizing, as Terrell calls it, is necessary and overdue.

Both Terrell and Day suggest several means for institutionalizing staff development. One that both suggest is involvement in program evaluation. I would like to elaborate on their suggestion and share some of my thoughts on linking staff development and program evaluation.

That staff development should become involved in program evaluation is not a radical nor innovative idea. Wentling and Lawson in *Evaluating Occupational Education and Training Programs* (1975) proposed that as "evaluation upgrades program personnel . . ., participation in evaluation can be viewed as a professional development activity." However, in order for staff development programs to assist, develop, and facilitate the institutional process of program evaluation, they must first consider and adopt an appropriate definition of evaluation, one that describes the role of staff development in the evaluation process. One

possible definition is the Phi Delta Kappa Commission on Education's definition as "the process of delineating, collecting, and providing information useful for judging decision alternatives." (Stufflebeam et al, 1971).

Implied in this definition is the separation of the role of the evaluator in collecting and providing data from the role of the decision maker. Such a distinction is important to those whose programs are being evaluated as well as to those administrators who are reluctant to relinquish any of their decision-making prerogatives.

Next, I think that persons responsible for staff development should develop competencies to assist their institutions in conducting program evaluation. Two specific processes of program evaluation are the DACUM process and the Follow-up Model of Florida's State Department of Education.

Basically the DACUM, an acronym for *D*eveloping *A* Curricul*UM*, is "a single sheet skill profile that serves as both a curriculum plan and an evaluation instrument for occupational training programs". (Adams, 1975). One of the primary sources that describes the DACUM process as an approach for program evaluation is the book entitled *Curriculum Development in Vocational and Technical Education* by Finch and Crunkilton (1979). Staff development officers need to learn how to facilitate this process for their institutions.

The other competency, the follow-up process, centers around the development of questionnaires. A six-stage process described and implemented by Gill and Nolan (1981), follows the guidelines of Florida's Community College Division of the State Department of Education (1973). This model contains six steps: definition of program exit competencies, development of questionnaires, distribution of the questionnaires, tabulation of the data, evaluation of the data, and distribution of conclusions and recommendations. After the faculty members determine program exit-level competencies, questionnaires to both recent graduates and then their employers and/or university professors measure these competencies in terms of program preparedness and the job requirements. Table 1 illustrates a section of a sample survey format.

Essentially, the staff development office can provide the skills and resources necessary to implement an institutional process of program evaluation. Then, after management's decision-making from this data, the staff development office has in actuality conducted its needs assessment. All program activities whether they range from workshops, mini-grants, consultant contracts, return to industry, or exchange program with part-time instructors can then be held accountable because of this program evaluation data. Thus, as administration supports the staff development program, the program supports the growth of the institution, and staff development becomes more institutionalized.

Table 1

GRADUATE SURVEY - SECTION II

Required by Job				Prepared by Program		
Yes	To Some Extent	No		Yes	To Some Extent	No
[ ]	[ ]	[ ]	Use an acetylene oxygen torch to repair refrigeration systems.	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	Evaluate current marketing trends and develop a system of farm production that will be most economical in the light of these trends.	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	Communicate with peers and supervisors in writing using the petroleum vocabulary.	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	Illustrate the assembly of a multi-component object by drawing an exploded isometric assembly drawing.	[ ]	[ ]	[ ]

REFERENCES

Adams, R. E. *DACUM Approach to Curriculum, Learning and Evaluation in Occupational Training*, Yarmouth, Nova Scotia: Department of Regional Economic Expansion, 1975.

Finch, Curtis R., and Crunkilton, John R. *Curriculum Development in Vocational and Technical Education*. Boston, Mass: Allyn and Bacon, 1979.

Gill, Patricia L., and Nolan, Timothy D. "Program Evaluation Through Follow-up A Faculty, Owned and Operated Model," *Community College Frontiers*, Vol. 9, No. 4, 1981.

Stufflebeam, D. L.; et al. *Educational Evaluation and Decision-making in Education* Itasca, IL: Peacock 1971.

Wentling, Tim L. and Lawson, Tom E. *Evaluating Occupational Education and Training Programs*. Boston, MA: Allyn and Bacon, 1975.

Timothy D. Nolan is Director of Instructional Improvement at Beaufort Technical College in Beaufort, SC.

Assessing and Responding to the Needs of Teaching Assistants

The authors describe a study that indicated a need for TA teaching assistance programs at one major university. They believe similar programs are needed at other colleges.

By AL SMITH and SUSAN GOODALE

During the next decade, colleges and universities must meet the challenges of declining enrollments, reduced financial support, and the continuing demand for better teaching. Increasingly they are stretching dollars and giving potential college teachers an opportunity to gain experience as teaching assistants (TAs). Frederick and Powell 1979 and Fink 1976 estimated that 25 to 50 percent of the total undergraduate teaching load was taught by graduate students. Consequently, large numbers of undergraduate students are and will continue to receive much of their education from graduate assistants (GAs) with limited preparation for their teaching roles.

The purpose of this article is to report how one university assessed and responded to the needs of its TAs to improve their effectiveness. This review may encourage other colleges and universities to conduct needs assessments of and to establish improvement programs for TAs.

BACKGROUND

Problems associated with the employment of graduate assistants as college teachers are not new. At several conferences and in writings as early as 1948, a number of speakers and authors noted the need for improved teaching of undergraduates and

the problems of using graduate students with little experience for undergraduate instruction (Blegen and Cooper, 1950; Kelley, 1950). In 1970, Heiss discussed the dilemma facing graduate schools in choosing to educate scholars and teachers. She reported that the one activity that most often served as the core of the teaching experience for graduate students was the teaching assistantship.

More recently Carroll (1980) analyzed 48 different studies pertaining to training programs for graduate assistants with teaching duties. He found numerous training programs on college campuses to improve the teaching skills of graduate students. Most of these reports were descriptive, with results showing satisfied participants or a lower number of complaints about graduate teaching assistants.

A variety of training programs have been noted in recent literature (Franck and Desousa, 1982; Russo, 1982). Manteuffel and Von Blum (1979) describe a training program for teaching assistants at the University of California, Berkeley. The program was designed and implemented primarily by experienced teaching assistants, and had both a pre-service and an in-service component. Innovative techniques were included as part of the training. Other studies and programs have experimented with videotaping of classroom teaching and the use of various innovative teaching techniques and theories (Bray and Howard, 1980; Crooks, 1980; Dalgaard, 1977; Graham, 1972; and Murphy, 1973).

While the literature is rich with descriptions of training programs and their results, there are few descriptions of why particular programs were implemented. A needs assessment survey of those graduate students actually placed in classrooms and given responsibility for teaching did not appear to be a part of the decision making in planning programs. The present study attempts to show how such a needs assessment can be used in the development of training programs and support services for TAs.

In the Summer of 1981, the Dean of the Graduate School at the University of Florida (UF) approved a project to study the teaching-improvement needs of graduate assistants. A major purpose was to determine what new programs might be offered at the university to assist TAs in their teaching. Questions include the following:

1. What is the demographic profile of TAs?
2. What are the attitudes of TAs with regard to:
   a. their current teaching and teaching as a career?
   b. teaching workload?
   c. teaching support from department faculty?
3. What topics related to their instruction would TAs be interested in learning more about, i.e., lecturing, constructing and grading tests, etc.?
4. What preferences do TAs have for selected teaching-improvement activities?

Answers to these questions provided the basis for a number of recommended activities and support services.

METHODOLOGY

In the Fall semester of 1981, a questionnaire was developed to answer the questions. This questionnaire was pilot-tested with 100 graduate assistants in September of 1981. After minor revisions, it was mailed to 1,314 GAs and TAs at the UF. Fir First- and second-reminder letters were mailed to all non-responding GAs. A total of 887 usable GA and TA questionnaires were collected for a 68 percent response rate. Of these respondents, 113 were employed as TAs. The responses from this TA group are the ones reported and discussed here. The other 774 respondents had graduate assistant (683), graduate research assistant (77), graduate teaching associate (6), or graduate research associate (8) appointments.

The data were then processed by optical scanning and computer.

MAJOR FINDINGS

The following provides a descriptive report of the TAs' responses to some of the questions.

Demographic Characteristics of TAs

Perhaps the most useful demographic or background data in the development of any new TA teaching improvement program is information on teaching assignment. Such information often provides evidence useful in convincing department chairs and higher administrators of the need for new or revised training programs. In this study, 91 of the 113 responding TAs reported a minimum of 3,881 students in their classes. (Twenty-two of the 113 TAs apparently had no Fall 1981 teaching load or failed to report one for this survey.) These facts demonstrate that TAs are an important resource to the undergraduate instructional program.

This study also found that 41 percent of the responding TAs had no teaching experience prior to graduate work at the university. Another 26 percent had three years or less of part-time or substitute teaching prior to their TA assignment.

These findings led to the conclusion that new TAs at the university are, by and large, inexperienced teachers. To the extent that this is common in other colleges and universities, there appears to be a real need to provide training programs for new TAs.

Attitude of TAs Toward Teaching and Assigned Workload

The success of any new improvement program for TAs is likely to depend to a considerable extent on the TAs' attitude toward teaching and their assignments. In the second part of the questionnaire, TAs were asked to "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" (or express uncertainty), with a series of statements designed to measure their views in these two areas. Table 1 shows the TA responses to some of these statements.

The fact that a fairly large percentage of the responding TAs, 44 percent, expressed a preference for research over teaching was not surprising given the emphasis on research at the UF. This preference, however, was viewed as a possible hindrance to the success of future TA teaching improvement programs at the university. On the positive side was the fact that 93 percent of the TAs either "Strongly Agreed" or "Agreed" with the statement "I enjoy teaching." This finding, coupled with the fact that 67 percent of the responding TAs hoped to pursue a career in teaching, was considered an indication that new teaching programs might be supported by TAs.

The investigators felt that departmental assistance to TAs would be important in establishing future improvement programs for this group. Here it was found that 50 percent of the responding TAs either "Strongly Agreed" or "Agreed" with the statement "Departmental faculty are helpful in assisting me in organizing and teaching my classes." This finding showed that some departments already had an interest in helping their TAs teach. On the other hand, other data reported in Table 1 shows that 79 percent of the responding TAs were not receiving regular (weekly or biweekly) feedback on their teaching from a faculty member.

TA Interest in Selected Topics Related to College Teaching

A successful teaching improvement program for TAs should build upon their interests and needs. For this reason this study assessed interest in 13 different topics related to college teaching (See Table 2). In relationship to these topics, the TAs were asked "What interest do you have in learning

TABLE 1
TAs Attitudes Toward Teaching And Their Assigned Workload*

TA Questions	Responses SA No.	SA %	A No.	A %	D No.	D %	SD No.	SD %	U No.	U %
If given a choice, I prefer research to teaching (N=112)	21	19	28	25	28	25	19	17	16	14
I enjoy teaching (N=113)	63	56	42	37	2	2	2	2	4	3
I hope to pursue a career in teaching (N=113)	47	42	28	25	13	11	9	8	16	14
My assigned workload as a TA is appropriate in relation to my present course load (N=111)	9	8	60	54	21	19	17	15	4	4
Departmental faculty are helpful in assisting me in organizing and teaching my classes (N=90)	10	11	35	39	30	33	11	12	4	5
I am supervised in my teaching by a faculty member who provides me with regular (weekly or biweekly) feedback((N=91)	3	3	15	17	29	32	43	47	1	1

*Response Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; U = Undecided.

about the following topics?" The topic of greatest interest was learning about "More content in my academic discipline." Fifty-seven percent or 62 TAs indicated they were interested in this topic either on a credit or non-credit basis. The least popular topic was "Meeting a class for the first time." (This last topic may not have been as interesting to the TAs at this time since this survey was conducted after the first month of classes.)

Responses reported in Table 2 showed that many teaching assistants felt they were already skilled in a number of areas. However, a sizeable number of TAs were interested in learning more about such topics as "Using Audio-Visual Equipment," "Using Modules," "Using Instructional Games," "Leading Discussions," and "Lecturing." These appeared to be good topics for the first few teaching improvement programs.

TA Interest in Various Development Activities/Programs

Once the interests and needs of TAs have been identified, a natural step in the establishment of a teaching improvement program is to select the most appropriate program format or formats. In this study the TAs were asked to indicate their interest in nine different instructional formats (see Table 3).

Forty-five percent of the TAs said they would be "Interested" in a credit or non-credit mini-course (4 meetings during the term) for the purpose of

TABLE 2
Teaching Assistants' (TAs) Interest In Learning About Selected Topics Related To College Teaching

Topics	Responses*							
	I (Credit)**		I		AS		NI	
	No.	%	No.	%	No.	%	No.	%
Meeting a class for the first time	5	4	20	18	70	63	16	14
Planning Course Content	6	5	32	29	59	53	14	13
Planning Course Requirements and Student Assignments	9	8	30	27	55	49	17	15
Using Audio-Visual Equipment	8	7	46	41	37	33	19	17
Leading Discussions	7	6	36	32	53	47	14	13
Lecturing	6	5	36	32	56	50	13	12
Laboratory Teaching	7	6	25	22	42	38	36	32
Using Modules (learning units) and Contracts	9	8	36	32	13	12	49	44
Using Instructional Games	8	7	36	32	15	13	50	45
Individualized Instruction	9	8	33	29	39	35	29	26
Constructing and Grading Tests	10	9	32	29	55	49	14	13
Determining Student Grades	9	8	29	26	57	51	15	14
More Content in my Academic Discipline	13	12	49	45	25	23	19	17

N=113
*Response Key: I (Credit) = Interested only if credit received; I = Interested; AS = Already Skilled; and NI = Not Interested.
**Responses do not always equal 100% due to some invalid responses.

improving their teaching skills or learning more about college teaching. This was the most popular format among the TAs surveyed. The second most popular format was either a one-half day orientation meeting or a one-to two-day seminar at the beginning of a semester. The least popular option was a "Continuing education (non-credit) course in college teaching."

DISCISSION AND RECOMMENDATIONS

The major findings indicate a need for TA teaching assistance programs at the University of Florida. The authors believe that similar programs are needed at other colleges and universities where TAs and/or graduate assistants teach large numbers of undergraduate students. Our experience leads us to recommend that the first step in a TA training program should be a needs assessment.

As a result of this study, a number of recommendations were made to the graduate dean and academic vice president at the university. These recommendations include:

1. The establishment of a center of teaching assistance for TAs and other graduate assistants with instructional roles.
2. The establishment of a university-wide committee of faculty and administrators to advise the graduate school and office of academic affairs on desirable teaching improvement programs for TAs.
3. A graduate student handbook be developed and distributed to all TAs and GAs at the university. One of the major purposes would be to suggest ways to improve teaching effectiveness.
4. A proposal for a one-day TA seminar/orientation session prior to the Fall 1982 term on topics related to the improvement of college teaching.
5. The recommendation that a university-wide mini-course on college teaching be developed and offered by the graduate school during the summer of 1983.

Since the completion of this study, two recommendations (numbers 4 and 5) have been acted upon, while the others are still being considered. A

TABLE 3
Teaching Assistants' (TAs) Interest in Selected Instructional Formats

Topics	Responses*							
	I (Credit)**		I		AS		NI	
	No.	%	No.	%	No.	%	No.	%
Weekend retreat	32	29	10	9	1	1	60	54
One-half day orientation meeting	13	12	33	29	12	11	49	43
One or two day seminar before classes begin	19	17	27	24	4	4	56	50
Week-long session before classes begin	22	20	5	4	2	2	75	67
Independent study	15	13	28	25	10	9	55	49
Supervised practicum in college teaching	18	16	10	9	17	15	59	54
Credit course about college teaching	21	19	13	12	6	5	66	59
Continuing education (non-credit) course	9	8	16	14	1	1	78	70
Mini-course (4 meetings during term)	20	18	30	27	1	1	56	50

N = 113
**Response Key:* I (Credit) = Interested only if credit received; I = Interested; AS = Already Skilled; and NI = Not Interested.
**Responses do not always equal 100% due to some invalid responses.

one-day 1982 Fall orientation program was conducted by the UF's Office of Instructional Resources for Graduate Teaching Assistants at the request of the UF's Graduate School. A total of 98 persons from 25 different departments attended all or part of this program which covered such topics as UF support services for TAs (morning session) and lecturing and other teaching tips (afternoon session). The participant ratings of this program were very positive and additional workshops are being considered on other topics.

Three two-hour seminars on "Improving College Teaching" were also sponsored in the Fall of 1982 by the UF's Department of Instructional Leadership and Support. These seminars, planned as a result of this study, covered the following topics "Planning for Classroom Instruction", "Tips on Effective Lecturing and Discussion Skills," "Evaluation of Student Performance," and "Finding a Job as a College Teacher." Over 150 TAs and GAs applied for the 75 limited spaces in these seminars. The seminars also received very good evaluations.

A university-wide, one-credit hour mini-course (recommendation 5) is planned for the Spring term of 1983. Over 1700 University of Florida GAs and TAs have been invited to enroll in it. An enrollment of 200 is expected. Participants will be required to attend five one-and-one-half hour seminars on topics related to the planning, implementation, and evaluation of college instruction. They will also be asked to give two mini-lectures or discussions (7-10 minutes in length) to 6 to 8 of their peers. These micro-teaching sessions will last for an hour and a half and will be scheduled over a four-week period during the middle of the Spring term. This activity will give the future college teacher a chance to polish skills before a group of peers and a television camera. The feedback from this experience in the way of self-critique and group observations should be of great value to the TAs and GAs.

SUMMARY

This article contains a description of one university's attempt to assess and respond to the needs of its TAs. In this case a needs assessment was conducted via a questionnaire to determine the background, attitudes, and needs of 113 teaching assistants. The study found that the TAs were very much interested in learning more about college teaching through a variety of educational programs. The university is now responding to the needs identified in a variety of ways.

REFERENCES

Blegen, Theodore C. and Cooper, Russell M. (Eds.) *The Preparation of College Teachers.* Washington, D. C.: American Council on Education Studies, 1950.

Bray, James H. and Howard, George. "Methodological Considerations in the Evaluation of a Teacher-Training Program." *Journal of Educational Psychology* 72:1 (February, 1980): 62-70.

Carroll, J. Gregory. "Effects of Training Programs for University Teaching Assistants." *Journal of Higher Education* 51:2 (March/April, 1980): 167-183.

Crooks, Terence John. "An Evaluation of the Campus Teaching Program." Unpublished report, Office of Instructional Resources, University of Illinois at Urbana - Champaign, June, 1980.

Dalgaard, Kathleen Albrecht. "Some Effects of Training on Teaching Effectiveness of Untrained University Teaching Assistants." *Dissertation Abstracts* 37:10 (April, 1977): 6416-A.

Fink, L. Dee. "Developing Temporary Faculty: The Challenge Posed by Teaching Assistants." *Educational Horizons* 55:2 (Winter, 1976-77): 56-63.

Franck, Marion R. and Desousa, Michael A. "Foreign TAs: A Course in Communication Skills." *Improving College and University Teaching* 30:3 (Summer, 1982): 111-114.

Friedrick, Gustav and Powell, Robert. "Workshop for Graduate Teaching Assistants." *Improving College and University Teaching* 27:4 (1979): 171-173.

Graham, Mildred Wines. "Development of an Inservice Program for Geology Teaching Assistants to Reduce Role Conflict and to Improve Teaching Skill." *Dissertation Abstracts* 33:7 (January, 1972): 3663-A.

Heiss, Ann M. *Challenge to Graduate Schools.* San Francisco: Jossey-Bass, Publishers, 1970.

Kelley, Fred J. *Toward Better College Teaching.* Washington, D. C.: Federal Security Agency, 1950.

Manteuffel, Mary S. and Von Blum, Ruth. "A Model for Training Biology Teaching Assistants." *The American Biology Teacher* 41:8 (November, 1979): 476-479, 491.

Murphy, Michael D. "The Development and Assessment of an Experimental Teacher Training Program for Beginning Graduate Assistants in Chemistry." *Dissertation Abstracts* 33:8 (February, 1973): 4223-A.

Russo, Gloria M. "Training For TAs." *Improving College and University Teaching* 30:4 (Fall, 1982): 171-174.

Al Smith is a Professor of Instructional Leadership and Support at the University of Florida, Gainesville.
Susan Goodale is a graduate assistant in the Department of Leadership and Support at the University of Florida.

Megatrends

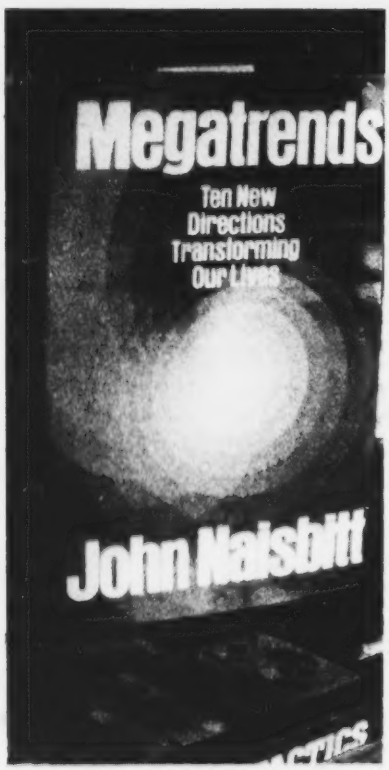
Ten major trends that will shape our lives and the nation.

By GLENN A. SCHMITZ
Prairie State College
Chicago Heights, IL

John Naisbitt publishes a quarterly *The Trend Report*, for his clients, among whom are Sears, General Motors, General Electric, Merrill Lynch, and AT&T. From these reports, Naisbitt has written *Megatrends* which describes 10 major trends shaping our country. Looking at these trends will allow one to make intelligent decisions in such matters as job selection, geographical living area, whether to enter the small business arena, or to run for public office. A synopsis of each of the major trends presented in the book comprise the following review.

The first major trend presented deals with the change from an industrial society to an information society. In the past 80 years, our society has progressed from an agricultural society to an industrial society to, at present, an information society. This has had a major impact on the job market since the largest number of workers in our society are now professional people whose major duty is to process information in some way. Naisbitt points out that a major impact in the world will be the transition third world countries will experience. In the past, the natural transition has been one of agricultural - industrial - information but many of the third world countries are now considering going directly from an agricultural society into an information society. This may change the basis of power in the world. As stated by Naisbitt: "The new source of power is not money in the hands of a few, but information in the hands of many."

The second major trend set forth in *Megatrends* deals with high technology and the concomitant need for high touch. Naisbitt points out that with the advent of high technology there has been a "backlash" by people who are looking for more human support in high technology situations.



Examples include the trend for hospice movements in the health fields and the rejection of electronic banking by customers. Naisbitt suggests there must be a fusion of high technology and high touch in order for high technology to succeed. One example of this is an experiment carried on in office work. With the advent of word processing, it was thought that much secretarial work such as typing could be done at home, allowing employees a very flexible system of work. Initially, efficiency proved to be very high, but within a short period of time, dropped. The main reason for the decrease in work productivity was lack of human interaction. The solution was to create a combination work schedule whereby an employee worked at home for a period of time, then came to the office to work thus maintaining human interaction.

The third trend presented is the change from a national economy to a world economy. A prime example of this is the joint production of automobiles by manufacturers such as Volkswagen/Dodge /Omni and Mitsubishi/Dodge/Plymouth. In addition to this joint venture in the auto industry, there are many items assembled in countries outside of the U. S. This has become so commonplace that an interdependence of countries now exists and the failure of one national economy will impact the entire world economy.

A fourth trend is the movement toward long-term solutions to problems rather than short-term solutions. Our short term solutions, such as waste disposal, are now coming back to haunt us. We have had profits based on short terms in the industrial society, and this has produced a type of economic chaos in many industries. Naisbitt gives as an example the present plight of the railroads. The railroads forgot they mainly were in the transportation business, and not only railroading. Naisbitt suggests that strategic planning will be important in the future, but for such planning to be effective, there must also be strategic vision.

The centralization to decentralization trend is the fifth area covered in the book. Naisbitt points out that federal government is giving way to state's rights, resulting in a new "regionalism." He further cites trends that indicate corporations and organizations that merge will generally become less effective. He refers to this as the "setting sun effect"—the sun sets larger just before it goes under. He also cites as an example "grassroots" movements in which neighborhoods oppose realtors, insurance companies, and banks on the issue of redlining.

A sixth trend is the movement from institutional help to self help, evident, for example, in the health care field. More people are concerned with health care in the form of preventive medicine and are doing their own monitoring of items such as blood pressure. There is also a trend for a more wholistic approach to medicine rather than the mechanical approach prevalent in the past. Education also has been caught in this trend. In many instances, schools were started in homes to replace public education when people became disenchanted with the instruction offered. Other examples include the boom in entrepreneurs and in neighborhood self protection for fighting crime.

A seventh trend is the movement from a representative democracy to a participatory democracy. Naisbitt asserts that there is no longer a two-party system on capitol hill, but a 535-political-party system. The people now are participating in government more than ever as exemplified by referendums such as proposition 13 in California. In addition, corporations are giving workers more voice in organization concerns by using the Theory "Z" approach to management. Consumer groups now have impact on the development of economic matters. Naisbitt states, "The new leader is a facilitator, not an order giver."

A more realistic approach than Tofflers' Future Shock.

The eighth trend presented is the shift from heirarchies to networking. There is a definite trend for people to share information rather than to depend upon one person or organization for that information. Many networks are available today, such as computer data bases and the National Women's Health Network. Corporations have built internal networks to avoid a bureaucratic heirarchy so that better decisions can be made by the people in the organization.

The ninth trend is a geographical trend in the form of a population shift from the northeast/midwest corridor of the nation to the south/southwest corridor. Naisbitt points out that the shift is actually to the west, southwest, and Florida. He refers to the ten great cities of opportunity as Albuquerque, Austin, Denver, Phoenix, Salt Lake City, San Antonio, San Diego, San Jose, Tampa, and Tucson.

The tenth and final trend presented is the change from or options to multiple options. In particular, the role of women is no longer one of either getting married or not getting married. There are now multiple options available to women such as further education, a career, starting a business, or marriage. And, there may be combinations of the above used by women, thus increasing their options in life. Another illustration of the multiple option is cable TV. We now have a menu of programming from which to choose including programs from outside a local area as well as locally produced community programs. Such programming can provide multiple options for ethnic groups, resulting in ethnic diversity as opposed to the "melting pot" idea of previous generations.

Megatrends is a delightful, easy to read book, particularly if you are interested in the future. Even though as Naisbitt states, his approach may be too simplistic, there is much food for thought in the book. I would also state that Naisbitt appears to present a more realistic approach to what the future may be like than does Toffler in *Future Shock*.

ACCTion Consortium Resource Center

Among other benefits, member colleges may borrow from over 12,000 print and non-print materials which might otherwise cost hundreds of dollars.

The ACCTion Consortium Resource Center (ACRC) is an outgrowth of the ACCTion Consortium, funded from 1976-1982 under Title III of the Higher Education Act. After seven successful years of service to over 150 two-year colleges throughout the country, the ACCTion Coordinating Board reoriented the Consortium to focus on the highly developed resource dissemination effects of the ACCTion project. This change in procedure now enables any two-year college to apply directly to the consortium for membership in ACRC and to take advantage of the consortium's extensive resource collection. The ACRC functions entirely on the membership fees paid by its member colleges.

ACRC will provide on loan over 12,000 print and non-print materials which might otherwise cost hundreds of dollars. Most instructor- or college-made materials are provided through copies which may be kept.

ACRC NEWS, a monthly, topical newsletter highlights successful programs or approaches of interest to two-year college educators. Each issue features an in-depth article supported by specific, related resources available exclusively to member colleges. Each issue also contains updates on national events of interest.

HOLDINGS, the master catalog of all ACRC print and non-print resources is made available to each college in the network. In addition to bibliographic data, the catalog contains a printout of resources by medium (e. g. file materials, videotapes, films, books, etc.).

PUBLICATIONS

Because of nationwide contacts developed over seven years, ACRC staff members are in a unique position to be aware of two-year college priority areas, to assimilate these, and to generate documents which are easily adaptable and are designed specifically to match priority needs. Current publications include:

Program Evaluation: A Model for ACCTion Colleges

Competencies for Developmental Educators

Evaluation and Professional Development for the Instructional Supervisor

Guide to Effective Practices in Two-Year Colleges

VIDEOTAPE TRAINING SERIES, developed by ACCTion staff and consultants for instructional and staff development, are available to network colleges. The tapes in the series are between 10-30 minutes in length and most are accompanied by print materials.

CONSULTANTS

ACRC staff will help colleges choose consultants in the areas of need from either or both of two consultant "banks." ACRC can identify competent consultants in a geographic area, if available, reducing travel and per diem costs. ACRC also maintains a bank of current or former ACCTion associates from whom workshop outlines and descriptions are available for modification to exactly match individual college needs. For these associates, ACRC has negotiated set and reasonable consulting fees.

DIRECT ASSISTANCE

Staff or faculty members may receive assistance directly by contacting the center either by telephone or through the mail. ACRC can then respond to a variety of resource needs simultaneously. No "middleman" is involved.

Memberships in the ACRC are available. For more information, please call or write:

ACCTion Consortium Resource Center
Tri-County Technical College
P. O. Box 587
Pendleton, SC 29670
(803) 646-8361 (Ext. 146)

CASEBOOK

Civil Rights and the Burden of Proof

One major myth associated with Title VII of the Civil Rights Act of 1964 is that one must prove discriminatory intent to prevail in a suit.

By HILDA F. OWENS

As the funds available to higher education have been less plentiful, as the job market has produced a larger but less mobile pool of qualified employees at all levels, and as the Reagan administration seems to have given less priority to affirmative action efforts, colleges and universities need to review policies and procedures, but particularly their practices to see if employees are in fact being provided basic protections secured under the law. These same factors that have caused some administrators to be less sensitive to basic protections also have caused more personnel to find it necessary to formally file grievances and lawsuits for their own job security. One major "myth" associated with Title VII of the Civil Rights Act of 1964, the most heavily litigated of the civil rights laws, is that one must prove discriminatory intent in order to prevail in a suit.

In a recent *unanimous* decision by the Supreme Court, the Court again reemphasized certain aspects regarding discrimination cases by remanding and vacating an earlier decision in a Title VII case because of the improper setting of the legal issues at the trial court level. In *United States Postal Service Board of Governors v. Aikens*,___ U.S.___(1983)[(642 F. 2d 514, (CADC 1980); 453 U.S. 902 (1981); 665 F. 2d 1057 (CADC 1981)] the decision, although not a higher education case as such, is noteworthy for today's college administrators to assure appropriate treatment of employees and to be able to properly defend their decisions.

Louis Aidens, a black employee of the United States Postal Service, filed suit against his employer under Title VII of the Civil Rights Act of 1964, as amended in 1972. Aikens claimed that the Postal Service had discriminatorialy refused on the basis of race to promote him to higher positions in the post office in Washington, D.C., where he had worked since 1937.

The District Court found for the Postal Service but the Court of Appeals ultimately reversed the decision holding that the District Court had erred in requiring the plaintiff to "offer direct proof of discriminatory intent" and "to show as part of his prima facie case that he was as qualified or more qualified than the people who were promoted." The Supreme Court granted certiorari and rendered its decision in April of 1983.

The significance of this case for college and university officers charged with personnel responsibilities regarding the treatment of employees subject to Title VII has to do with the burden of proof and the level of proof required at the various stages. The Court relied heavily on precedents in *Texas Department of Community Affairs v. Burdine*, 450 U.S. 248 (1981), *McDonnell Douglas Corp. v. Green*, 411 U.S. 792 (1973), and *Furnco Construction Corp. v. Waters*, 438 U.S. 567, 577 (1978).

A plaintiff claiming discriminatory action under any of Title VII's provisions has the burden of proof in his or her case, and this may be done by direct or circumstantial evidence. First, the plaintiff must establish a prima facie ("such action as will suffice until contradicted and overcome by other evidence" *Black's Law Dictionary*) case which creates a "presumption that the employer unlawfully discriminated against him or her." If the plaintiff succeeds in providing the prima facie case, the burden then shifts to the defendant employer to "rebut this assumption by clearly setting forth, through the introduction of admissable evidence, of a legitimate, nondiscriminatory reason for the plaintiff's rejection." Third, should the defendent carry his burden that the plaintiff was rejected for a legitimate, nondiscriminatory reason, the plaintiff must then "persuade the Court by the preponderance of evidence that the employment decision more likely

than not was motivated by a discriminatory reason and/or that the reasons proffered by the defendant employer were pretextual and unworthy of credence as the reason for the rejection." The Court made it clear that proving discriminatory intent was not always essential in establishing discrimination at the later stage.

Decision makers must make every reasonable effort to assure that decisions are in accord with the law. Colleges and universities should be at the forefront of providing fair and nondiscriminatory treatment of their employees.

EDITOR'S NOTE:

"Casebook" will be a regular feature of the *Journal* covering legal issues that affect you as a staff developer in higher education. The author and I invite your comments and suggestions. If you send comments on a particular case or issue presented in an issue, please note if it is OK for us to publish your comments.

Hilda F. Owens is an Associate Professor of Higher Education at the University of South Carolina and an educational consultant.

YOU DECIDE

To Be, or Not To Be Developed

"Is there any hope for her?"

Put yourself in this position and decide what you would do.

You have been the Director of Staff Development at Boondock Community College for two years. You had previously been an instructor in the Fine Arts Division for three years and managed to have good rapport with most people on campus. Although finances have been limited, you have been able to slowly build your program and increase faculty participation in the program.

The college itself is medium sized with a stable enrollment. The instructional program is organized into six divisions each led by a full-time division chairperson who reports directly to the Academic Dean.

The faculty is nonunionized although there has been some talk of having a union representative on campus. There is no tenure system. Rather, faculty are hired on an initial two-year contract and on a three-year contract basis thereafter. The faculty evaluation system consists primarily of student evaluations and used for judgmental purposes.

One fall day, an instructor starting the second year of her first contract with the college visits your office. She states that she has been given an ultimatum by her division chairperson to "be developed" or else. You have a short visit with the instructor and while you don't reach any conclusions, she does agree to have another conference with you in a week.

A few days later, the division chairperson meets you in the hall and wants to "check the progress" of the instructor. What do you say as the division chairperson concludes with "Well, should we keep her on board—is there any hope for her?"

NOTE TO READERS:

Please draft a response to this case and mail it to me. The best responses will be printed in the next issue of the *Journal* along with a new case for your consideration.

I would also encourage you to develop some cases of your own and submit them for use in this section of the *Journal.*

—Editor

New Twist On Old Tool

Many times, the facilitator's most effective tools are games, simulations and case studies. Here is one with a new twist.

By DUANE ANDERSON

One of the major differences between a "presenter" and a "facilitator" in our staff development business is focus. The presenter *focuses* on the content of his/her presentation while the facilitator *focuses* on the individual, group or organization he/she is working with. This column will *focus* on prescriptions that facilitators might find effective in helping the client or group to work through their particular problem.

The most effective tools of the facilitator are many times the games, simulations and case studies that can be brought into the intervention at a moment's notice. As in all other learning (change of behavior) situations there is a "teachable moment" and if it is not seized upon by the facilitator, it is lost forever. Obviously, the facilitator's ability to accurately read the situation becomes his/her most valuable skill. This diagnostic skill is developed within the context of the facilitator's experiences and value system. But of equal importance is his/her theoretical context of organizational, management and human behavior. More will be said about the theoretical context which undergirds the prescriptions discussed in this column at a later date. But now for the first situation and prescription:

Situation

The manager with whom you are working is agressive, dominate, hard-driving, and competent but unable to effectively engage members of his/her team in problem-solving activities. There is little feedback being given and very little risk taking behavior being engaged in by members of the management team.

Diagnosis

The manager must be made to recognize how his/her behavior is viewed by the team and that their unwillingness to participate is a means of expressing feelings that cannot be openly discussed. The object is to create a situation that will allow the team members to expose to the manager their real feelings.

Prescription

Try using a new twist on an old tool. Most of you have used simulations like "Desert Survival" where the members of the group are required to work together to determine which of the items salvaged from a plane (down in the desert) are most essential for the group's survival. While the simulation is normally used to show the value of group decision-making, a new twist can be added to that we call "the prospector."

After the group has had an opportunity to organize itself and begin to make the kinds of decisions necessary to accomplish the task, the facilitator should watch to see if the target manager in this case has assumed his/her agressive, dominant, hard-driving, competent role, and if so, step in and stop the action for a moment. Remove the target manager from his or her group at that point and also select the person from at least one other group that you are working with, who appears to have taken the leadership role in that group. Take these people away from the working groups with the apparent purpose of providing them with some additional information but do not explicitly indicate to the working group what you are doing.

Restart the action with the working groups and allow them to proceed to reorganize and begin to reach consensus among themselves on the objectives of the simulation. When they have almost completed the task, return the people you had removed from the groups to different work groups with the explanation that they are "prospectors" who have just happened to come upon the plane wreck and the work group should treat them as they see fit. The new work group having made its decision without the presence of the dominant manager is now faced with a person who most likely will attempt to "influence" them to change or alter their solutions.

If the prescription proceeds as you hope, the group will resent

The ability of people to engage in feedback and exposure activities is tremendously enhanced by an appropriate setting.

the imposition of the expert in his or her attempt to give the group advice on their group-arrived-at decision and they will express this resentment in some very direct ways "because after all we are only playing a game". If you wish to further assure the success of this activity, you may have previously primed one of the members of the work group to take the lead in expressing strong negative reactions to the dominant member's attempt to influence the group.

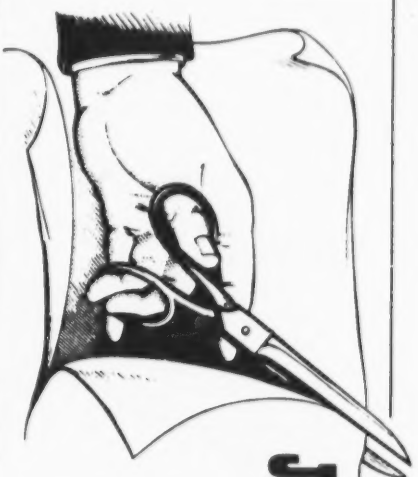
In processing the activity the manager needs to be helped to recall how he or she felt when the group rejected his/her "expert" advice, especially if it was offered in an aggressive, dominant, hard-driving manner. The facilitator has an excellent opportunity to help the manager reflect on the similarity of the simulation to real life. Don't tell, let the manager discover the answer for himself/herself.

While this prescription has proven to be effective in a number of situations, one other condition needs to be recognized if this prescription or any of the others to be presented are to have a chance of "taking". That condition is the environment or climate in which the intervention takes place. We find that little is accomplished in familiar surroundings; therefore, find a setting that is new, free from distractions, and even remote if possible. The ability of people to engage in feedback and exposure activities is tremendously enhanced by an appropriate setting. The surroundings play a much larger role in the success of the prescriptions than most believe. More will be discussed in later columns about the thing we have labeled the "OCCA-boji Experience".

EDITOR'S NOTE:

Since this column will be a regular feature, Duane is most interested in receiving your responses, or reactions to the concepts presented. Interested readers may interact with Duane through the address or phone number below:

Dr. Duane D. Anderson
Director, Office of
Community College Affairs
N491 Lindquist Center
University of Iowa
Iowa City, Iowa 52242
(319) 353-4285



JSPOD ADVERTISEMENT RATES

The Journal of Staff, Program and Organization Development, P. O. Box 876, Stillwater, OK 74076. Classified and display advertising space rates and deadlines sent upon request.

Name_____ Title_____

Institution_____

Address_____

City_____ State_____ Zip_____

The JOURNAL OF STAFF, PROGRAM & ORGANIZATION DEVELOPMENT

Volume 1, Number 3 *Fall 1983* *ISSN: 0736-7627*

NOW IS THE TIME!

PAGE 60

BEST COPY AVAILABLE

NISOD

The University of Texas at Austin

WE HAVE A VISION FOR TEACHING EXCELLENCE.

"NISOD has the most active program of in-service training and staff development representative of higher education."
—Donald Godbold, Chancellor
Peralta Community College District

■

"Our faculty's instructional skills and competencies have been greatly affected through our relationship with NISOD."
—Benjamin Wygal, President
Florida Junior College at Jacksonville

■

"In a recent survey of our faculty and staff regarding the value of our membership in NISOD, 94 percent indicated the need for us to continue our affiliation."
—John Anthony, President
Portland Community College

■

"We touch many people's lives. I consider NISOD effective in helping strengthen that positive influence we have."
—Carolyn Floyd, President
Kodiak Community College

■

"I would rate the contribution of NISOD to the actual productivity at two-year colleges as one of the very best of all organizational or cooperative efforts that exist today."
—James Kraby, President
Central Arizona College

The National Institute for Staff and Organizational Development directs a dynamic program of professional development for the improvement of teaching and learning in higher education. The NISOD consortium has grown from a founding group of 47 colleges in 1978 to the present membership of over 160 institutions of higher education across North America and the United Kingdom.

NISOD fosters the belief that focusing on teaching excellence will:

- increase the QUALITY of the learning experience for all students;
- invest in the HUMAN RESOURCES of the institution;
- enhance the STANDARDS OF EXCELLENCE throughout the academic community;
- enrich our CONCEPTION OF TEACHING in non-traditional environments;
- celebrate and REWARD THE EXCELLENT WORK of the professionals working in these non-traditional settings.

Benefits of membership in NISOD include:

- assistance in planning projects, developing curricula and programs, and evaluating programs and project outcomes;
- professionally managed on-site workshops and consulting services;
- 100 subscriptions to Linkages per member institution;
- 50 subscriptions to Innovation Abstracts per member institution;
- free telephone consultation for all faculty and administrators;
- reduced registration fees for the National Conference on Teaching Excellence held each May in Austin.

NISOD membership fees are $500 per year for U. S. institutions and $600 for non-U.S. institutions. Be a part of the NISOD network—institutions committed to furthering excellence in education.

Send for more information today.

Name and Title _____

Institution _____

Address _____

City/State/Zip _____

Telephone _____

RETURN FORM TO:

Dr. Lynn Burnham
Director
NISOD, EDB 346
The University of Texas at Austin
Austin, TX 78712
512/471-7545

BEST COPY AVAILABLE

Both students and faculty must believe that the teaching evaluation program accomplishes its intended purpose.

64

CONTENTS

VOLUME 1, NUMBER 3 *FALL 1983*

79

Participation: The Key Ingredient in Developing Acceptable Student Rating Instruments — *Involvement of both students and faculty when developing a teaching evaluation effort appears to be critical in assuring the program's success.* 64

Reductions in Force in Higher Education — *Here is one college's response to a legislated tenure act.* 69

Practices in Evaluation of Faculty Development Programs — *A survey of California Institutions of Higher Education.* 74

The Time to Institutionalize SPOD is NOW! — *Unquestionably, colleges that do not institutionalize SPOD will find it difficult to serve their purpose in the community.* 79

81

84

Comment 60
Now is the time!

Take Note 60
Winter Events for Staff Developers

Casebook 63
Liability in Higher Education

Review 81
Evaluating Faculty and Staff

You Decide 83
Turned Down Secretary

Prescriptions 84
When a "Trust" Relationship is Necessary

THE COVER: Several writers in issues 1 and 2 have said "Now is the time to institutionalize staff and program development." In this issue, the editor asks to hear from those who are transforming SPOD programs into integral parts of their institutions.

COMMENT

Now is the time!

We need to hear from those who are transforming SPOD programs into integral parts of their institutions!

By GORDON WATTS

Two friends of mine recently lost their jobs because their positions were eliminated. That in itself is not too surprising considering the economics of our time, but both of them were directors of staff development.

Were they incompetent or ineffective? No, far from it.

Between them, they had over a dozen years of experience in staff development, both had developed comprehensive programs that were nominated for recognition as outstanding examples of excellence in staff development programming, and both

(Continued on page 61.)

TAKE NOTE

Winter Events for Staff Developers

EVENT	FOR FURTHER INFORMATION
Evaluating College Faculty St. Louis November 14-15	Center for Faculty Evaluation and Development Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
Improving College Teaching St. Louis November 16-17	Center for Faculty Evaluation and Development Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
Strategic Planning in the Higher Education Setting Chicago November 18-19	Sheryl Meek NCHEMS P.O. Drawer P Boulder, CO 80302
How to Design Effective Instruction Seattle November 28-30	Michael Gordon NPDC Highline Community College, 25-5A Midway, WA 98032-0424
Training '83 New York City December 5-9	Training Conferences Conference Management Corporation 17 Washington Street Norwalk, CT 06854
Teletraining in Health Care/Education Madison, WI December 7-8	Center for Interactive Programs 975 Observatory Drive Madison, WI 53706
Better College Teaching Through Better Testing St. Louis November 10-11 and Dallas December 8-9	Center for Faculty Evaluation and Development Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
National Master-Teacher Seminar for Community Colleges Faculty Members Orlando, FL December 14-16	Division of Continuing Education University of Florida 1938 West University Avenue Gainesville, FL 32603

COMMENT (Continued from page 60)

were recognized by their peers as leaders in the field.

It would be easy to speculate about why their positions were eliminated, but that is not my purpose. I mention their situation instead because it exemplifies, as no other example could, the main issue confronting us in staff development. How can we make faculty and staff development an integral, accepted, and necessary component of our institutions, and what will happen if we do not?

The answer to the latter query is becoming quite evident as my two friends can attest. And, if the results of June Belker's survey of the faculty development programs in California (page 74) are indicative of the status of programs around the nation, then we can expect more of the same.

To answer the "how" question, we must seriously consider Roland Terrell's article in the Spring Issue and look carefully at Phil Day's (Spring Issue) and Tim Nolan's (Summer Issue) suggestions as well. However, we need more. We need to hear from those of you who are making or have made efforts to transform your programs from peripheral to integral parts of your institutions. We need to hear reactions and suggestions from presidents and other upper-level administrators. Thus, by using the means afforded by this journal, we can all benefit from your experiences.

It is necessary that we work toward institutionalizing staff, program, and organizational development, and as Don Garrison, President of Tri-County Technical College, points out (page 79), *now* is the time to do so. ☐

JOURNAL of STAFF, PROGRAM & ORGANIZATION DEVELOPMENT

☐ Payment Enclosed
☐ Bill Me ☐ Bill Company

[Payable to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076]

Name_____

Institution_____

Address_____

_____

_____ Postal Code_____

Date_____ Signature_____

SUBSCRIPTION INFORMATION

For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20 for institutional (library) or U.S. $14 for individual subscriptions. Bulk subscriptions are available to institutions for $12 per copy annually when three or more copies are ordered.

Overseas subscribers should add U.S. $5 to the above prices. Subscribers in Canada and Mexico receive the Journal at the same postage rate as U.S. subscribers.

Current ACRC Publications Available For Faculty and Staff Development

Because of nationwide contacts developed over seven years, the ACCTion Consortium Resource Center staff members are in a unique position to be aware of two-year college priority needs, to assimilate them and to generate documents which are easily adaptable and are designed specifically to match priority needs.

Current publications include:	ACRC Members	Non-Members
Master Teacher Assessment & Professional Growth	$ 7.50	$12.50
Competencies for Developmental Educators	5.00	10.00
Evaluation and Professional Development for Instructional Supervisors	5.00	10.00
Program Evaluation: A Model for ACCTion Colleges	5.00	10.00
Improving Teaching Techniques for Part-Time Instructors	15.00	25.00
ACRC Newsletter	FREE	24.00/yr.
ACCTion Consortium Workshop Directory	FREE	FREE
Guide to Effective Practices in Two-Year Colleges	FREE	30.00/yr.

☐ Please send more information about ACRC membership to:

☐ Please send the following items to:

Name _____ Title _____

Address _____

ITEM _____ COST _____

_____ _____

_____ _____

ACCTion Consortium Resource Center, Tri-County Technical College
P.O. Box 587, Pendleton, SC 29670
(Enclosed is a check or purchase order for the total amount.)

TOTAL _____

The JOURNAL of
STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 1, NUMBER 3 FALL 1983 ISSN: 0736-7627

Publisher: Douglas Dollar

Circulation: Ann Carlson

Marketing: Martha Efurd

The Journal of Staff, Program and Organization Development is published quarterly by the Forum Press, Inc., P.O. Box 876, Stillwater, Oklahoma 74076, as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

SUBSCRIPTIONS: For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered. Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers. Send subscription requests to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076. Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.

SUBMISSIONS: "Guidelines for Authors" may be requested from the Editor or the Publisher. In general, manuscripts should be submitted to the Editor (see "Staff") double-spaced on 8½ x 11 inch white bond in an original and two copies. Include a large self-addressed, stamped envelope for return of manuscripts.

ADVERTISING: Requests for classified and display advertising space rates and deadlines should be sent to the publisher.

COPYRIGHT © 1983 by Forum Press, Inc. All Rights Reserved.

EDITOR

Gordon E. Watts
Director of Staff Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913
(501) 785-4241

EDITORIAL ADVISORY BOARD

James O. Hammons
Professor of Higher Education
University of Arkansas
Fayetteville, AR 72701

John E. Roueche
Professor and Director, Program in Community College Education
University of Texas
Austin, TX 78712

Walter Sikes
Director
Center for Creative Change
Yellow Springs, OH 45387

Al Smith
Professor of Higher Education
University of Florida
Gainesville, FL 32611

Carol Zion
Professor of Philosophy
Miami-Dade Community College
Miami, FL 33176

RESEARCH EDITOR

Edward J. Furst
Professor of Educational Foundations
University of Arkansas
Fayetteville, AR 72701

EDITORIAL REVIEW BOARD

Charles S. Claxton
Associate Professor, Center for the Study of Higher Education
Memphis State University
Memphis, TN 38152

Mary Lynn Crow
Director
Faculty Development Resource Center
University of Texas at Arlington
Arlington, TX 76019

Michael L. Davis
Assistant/Academic Vice President
University of the Pacific
Stockton, CA 95211

Mary Ellen Duncan
Director of Institutional Development
Tri-County Technical College
Pendleton, SC 29670

Bette LaSere Erickson
Instructional Development Program
University of Rhode Island
Kingston, RI 02881

Gregory C. Franklin
Dean for Instructional Services
Learning Resource Center
Muskegon Community College
Muskegon, MI 49442

Alexandra Glashan
Coordinator of Faculty Development
Vanier College
Montreal, Quebec, Canada H3X 2H9

Ronald J. Horvath
Director
Jefferson Community College
Louisville, KY 40202

Maureen Lukenbill
Director, Faculty, Staff, and Program Development
Miami-Dade Community College
Miami, FL 33176

Michael H. Parsons
Dean of Instruction
Hagerstown Junior College
Hagerstown, MD 21740

Glenn F. Nyre
Vice President and Executive Director
Evaluation and Training Institute
Los Angeles, CA 90025

James M. Rawson
Assistant Campus Dean
Mohave Community College
Lake Havasu City, AZ 86403

CASEBOOK

Liability in Higher Education

The greatest amount of tort case law at the postsecondary level is in the area of negligence.

By HILDA OWENS

The largest amount of case law affecting higher education is in the area of tort liability. A tort is a civil wrong other than a breach of contract for which a court may provide a remedy for damages. The greatest amount of tort case law at the postsecondary level is in the area of *negligence.* Negligence, according to *Black's Law Dictionary*, is "the ommission to do something which a reasonable man, guided by those ordinary considerations which ordinarily regulate human affairs, would do, *or* the doing of something which a reasonable and prudent man would not do."

In order for negligence to be found, four elements are essential: (1) the defendant must have a duty or responsibility to or for the plaintiff, (2) the defendant must fail to provide the expected or standard level of care warranted by the situation, (3) the plaintiff must have incurred some actual injury or damage, and (4) the defendant's action or failure to act must be the proximate legal cause of the injury for which a remedy is being sought.

College employees at all levels should help manage risks associated with their responsibilities by trying to identify forseeable risks, planning to reduce associated risks, and acting in a reasonable and prudent manner. Although one cannot know for sure if liability for negligence exists until the facts of a particular situation have been properly weighed, it behooves all college personnel to be sensitive to issues related to possible negligent behavior.

The college setting abounds with high risk situations. Proper instruction and supervision of instructionally-related activities, proper instruction and supervision of staff or assistants to whom one delegates a part of his or her responsibility, proper handling and accounting of funds, and assurance that facilities and equipment are maintained in a reasonable state of repair and that equipment is operated in a safe manner are all responsibilities of various institutional employees.

Science laboratories, physical education classes, recreational activities, some research projects, shop instructional equipment and activities, and all activities that involve travel are worthy of special caution. Although numerous cases could be cited, *Castro v. Fireman's Fund Insurance, Company, Inc.* La. App., 384 *So.* 2d 587, 1980 will be used to illustrate the importance of care and maintenance of equipment—even in these times when decision-makers may be prone to cut corners on maintenance and replacement of equipment.

How Expensive Can A Stool Be?

Castro was a student enrolled at Jefferson Parish Vocational Technical School when he sustained injuries while at work at his drafting table. He had been standing at the table, and when he sat back on the stool, it gave way. Castro fell and sustained back injuries which caused severe pain and resulted in limited ranges of motion with periodic discomfort for an extended period of time. The student brought action against the institution. The school indicated that "the stools were poorly maintained and in poor repair due to the school's plans to move to a new site and plans to acquire new furniture for the new site."

What do you think the court decided? Were the elements of negligence found in this case? Was the stool in a defective condition? If so, was the institution liable for injuries sustained by the student? Was the student contributorily negligent in his role in the incident so as to relieve the school, its officials, and thus its insurance carrier of any responsibility for the behavior? □

You will find the answer to this CASEBOOK elsewhere in this issue.

Hilda F. Owens is an Associate Professor of Higher Education at the University of South Carolina and an educational consultant.

PARTICIPATION:

The Key Ingredient in Developing Acceptable Student Rating Instruments

Involvement of both students and faculty when developing a teaching evaluation effort appears to be critical in assuring the program's success.

By LARRY E. SHORT

Rising costs in higher education have caused an increased awareness of the necessity to evaluate the effectiveness of educational programs. The evaluation of one of the prime variables in the educational process, teaching effectiveness, coutinues to be a hotly debated issue among faculties across college campuses. However controversial the evaluation of teaching effectiveness may be, faculty evaluation is inevitable. The real issue in evaluation, according to Dressel (1971), is not whether evaluation should be done, but rather the manner in which it is done and the extent and type of evidence used.

Opponents of student evaluation of teaching effectiveness defend their position by contending that students are not competent judges of teaching effectiveness or that teaching is too complex an activity to be evaluated validly (Arreola, 1983). Centra (1979) suggests that faculty may also resist evaluation either on the grounds that the classroom is their own personal realm and any attempt to assess them constitutes an invasion of privacy or that the long-term effects of teaching on students can not really be measured. Generally, many faculty members express a great deal of concern about the use of student ratings to evaluate their performance (Cashin, 1983).

Proponents of teaching evaluation point out that student ratings of faculty are widely used and endorsed by both students and faculty and numerous studies have indicated very good reliability of student ratings (Centra, 1979). In addition, regardless of whether or not a formal evaluation system is available, the effectiveness of teachers in the classroom will always be evaluated in some way by both students and faculty. Arreola (1983) argues that a successful faculty evaluation program has the potential to produce information which faculty, students, and administrators will consider

important and useful. Thus, proponents conclude that a formal evaluation program is useful in insuring that students are provided the best education possible.

Certainly, teachers are evaluated on their performance in the classroom regardless of the existence of formal evaluation programs. Inaccurate and quite damaging information may sometimes be provided to administrators and promotion and tenure committees through informal information gathering processes. The establishment of a teaching evaluation program which provides better than hearsay information is a great improvement over no program at all. The opportunity for students to express their views on the quality of the educational process and the need for faculty to recognize the value of this feedback from students is as important as the necessity for better information for administrative purposes.

Both students and faculty must believe that the teaching evaluation program accomplishes its intended purpose. Arreola (1979) believes faculty support of evaluation programs can be improved through systematically involving them in the development of the program. Gaff (1978) contends that if faculty development is to realize its goal of improving the educational process, students must also be involved in the development of the program. Thus, involvement of both students and faculty in the developmental stages of a teaching evaluation program appears to be a critical link in building the confidence in the program that will ensure its success.

SUCCESS STORY

This article reports on the design and implementation of a successful program to evaluate the teaching effectiveness of faculty in a college of business. A faculty committee was established to investigate the development of a program to permit students to assess the performance of teachers in the classroom. The committee was assigned only two objectives: "First, the program must assess what our students felt were the critical elements of teaching effectiveness; and second, the faculty must have confidence that the program will benefit the teaching process."

The first criterion was necessitated by the general belief among the faculty that each college and it's student body are unique and that standardized rating instruments could not adequately assess this uniqueness.. The faculty did recognize, however, that students of the college could identify the faculty behaviors critical to teaching success. The second criterion recognized that no faculty evaluation program could be effective without the full support of the faculty. In order to ensure the accomplishment of the second objective, the teaching effectiveness program was designed soley for faculty self-developmental purposes and would not be implemented without faculty approval. The success of this program in winning the confidence of the faculty is evidenced by the fact that the faculty eventually decided to permit the use of the results of this program as a part of the promotion and tenure decision making process in the college.

PROGRAM DEVELOPMENT METHODOLOGY

This study of the evaluation of teaching effectiveness utilized an exploratory research design. Although the faculty committee reviewed a number of studies (Eble, 1970; Hildebrand and Wilson, 1970; Menges, 1973; and Miller, 1972.), the primary source of information concerning the critical behaviors of teaching effectiveness came from faculty and students of the college. The study was conducted in three phases over a two-year period. During the first phase, ideas were generated from various sources to begin the identification of the important elements of teaching effectiveness. In the second phase, these elements were first developed into questions which measured the specific behaviors of teaching, and then the relationship between these behaviors and teaching effectiveness was ascertained. The teaching effectiveness instrument was refined and finalized during the third phase of the study. The committee regularly reported to the faculty on the progress of the study over the two-year period.

Phase 1, Idea Generation

Ideas were generated from both students and faculty on the teaching behaviors believed to relate to teaching effectiveness using the intuition and consensus approach recommended by Menges (1973). Over 250 written and oral responses were gathered from faculty and a systematic sampling of students. These responses were consolidated into a questionnaire of 100 items, and was administered to over 400 business students and their faculty. Respondents were asked to rate each item as to its importance in contributing to teaching effectiveness. Only items rated by at least 40 percent of the respondents as "contributing much" to teaching effectiveness were kept for further winnowing in Phase 2.

Phase 2, Information Refinement

A second questionnaire was developed from those items identified in Phase 1. Students were asked to rate each item as to its importance in determining teaching effectiveness. The questionnaire was administered to 961 students in 35 classes. Those items which (1) were selected as "very important" by a majority of the students, and (2) correlated at .60 or better to a question assessing overall teaching effectiveness were selected for further analysis and refinement in Phase 3.

Phase 3, Fine Tuning

A revised teaching effectiveness instrument was designed and administered to 1,173 students in 34 classes. During this phase of the program, student responses to the revised teaching effectiveness instrument were statistically analyzed using the SPSS factor analysis program (Nie, Hart and Hull, 1970) to determine which items clustered meaningfully together. In addition to meeting the relatively stringent loading requirement of .500, each question was required to correlate at the .450 level or better to a question evaluating overall teaching effectiveness. Factor analysis indicated that four primary components accounted for over 86 percent of the variance.

FINDINGS

Four principal factors, comprising four questions each for a total of sixteen questions, met the criteria established in Phase 3 above and were included in the final teaching effectiveness instru-

TABLE I

Factor Loadings of Questions and the Correlation of These Questions With an Overall Measure of Teaching Effectiveness

N=1173

Questions	*Factor Loading*	*Correlation with Overall Teaching Effectiveness*
ORGANIZATION AND PRESENTATION		
Explains material clearly	.602	.636
Presents material in clear and meaningful manner	.649	.644
Organizes the course in a logical fashion	.674	.531
Presents material in an organized manner	.768	.459
TESTING AND GRADING		
Grading of tests and assignments are fair and reasonable	.683	.553
Constructs test which cover material emphasized in lectures and readings	.731	.587
Gives examinations that have instructional value	.743	.650
Constructs fair and reasonable tests	.780	.620
INTEREST AND CONCERN FOR STUDENTS		
Respects students as persons	.643	.600
Is fair and impartial in dealings with students	.643	.612
Has a genuine interest in students	.673	.700
Shows concern for the individual student	.768	.656
ATTITUDE DISPLAYED		
Is enthusiastic about the subject	.570	.623
Seems to enjoy teaching	.639	.594
Has command of the subject	.668	.624
Has self confidence	.709	.541

ment. (See Table I for factor loadings and correlations coefficients.) The first factor appeared to deal primarily with the teacher's organization and presentation of class material. The second factor was concerned with the student's perception of how the teacher tested and graded material coverage. The teacher-student interactions and the attitude displayed by the teacher comprised the third and fourth factor, respectively. Thus, the students in this college perceived that teaching effectiveness dealt primarily with the objective issues of teaching and grading and the subjective issues of teacher-student interactions and the general attitude of the faculty members.

CONCLUSIONS

The findings of this study are not surprising: they generally support the findings of many researchers in the field of teaching evaluation (Centra, 1979; Costin, Greenough, and Menges, 1971; Miller, 1972; Poole and Dellow, 1983; Rees, 1969; Seldin, 1980; and Spencer and Aleamoni, 1970). The instrument we designed to assess teaching effectiveness is probably no better or worse than other available instruments. The involvement of both faculty and students in the discovery of the critical teaching behaviors and the development of the teaching effectiveness instrument, however, appears to be the key ingredient in ensuring acceptance and support of the program. Faculty and student confidence in the faculty evaluation program has certainly been enhanced through their participation in the development of the rating instrument. After more than seven years, the use of the teaching effectiveness instrument continues to have strong support from both faculty and students.

Only recently have some of the newer faculty members begun to question the validity of the faculty evaluation program. These faculty members were not present during the initial development and testing of the teaching effectiveness instrument, and thus, have little confidence in the program. Since confidence can be obtained by involving participants in the developmental process, an appropriate strategy may be to periodically appoint a review committee, made up of newer faculty members, to repeat the critical developmental process. In this way, a college can continue to have the confidence and support of all faculty members toward an important program designed to ensure that students receive the best possible education.

REFERENCES

Arreola, R. A., "A Strategy for Developing a Comprehensive Faculty Evaluation System." *Engineering Education*, 1979, 70 (3), 239-244.

Arreola, R. A., "Establising Successful Faculty Evaluation Development Programs." In A. Smith (Ed.) *New Directions for Community Colleges: Evaluating Faculty and Staff*, no.41. San Francisco: Jossey—Bass, 1983.

Cashin, W. E., "Concerns About Using Student Ratings in Community Colleges." In A. Smith (Ed.) *New Directions for Community Colleges: Evaluating Faculty and Staff*, no.41. San Francisco: Jossey—Bass, 1983.

Centra, J. A., *Determining Faculty Effectiveness*. San Francisco: Jossey—Bass, 1979.

Costin, F., Greenough, W. T. and Menges, R. J., "Student Ratings of College Teaching. Reliability, Validity, and Usefulness." *Review of Educational Research*, LXI (5) 1971, 511-35.

Nie, N. H., Bart D. H., and Hull, C. H., *Statistical Packages for the Social Sciences*, as updated through 1973. New York: McGraw—Hill Book Company, 1970.

Dressel, P. L., "The Problems of Evaluating." In *The New Colleges: Toward An Appraisal*. Iowa City, IA: The American College Testing Program, 1971.

Eble, K. E., *The Recognition and Evaluation of Teaching*. Project to Improve College Teaching, Salt Lake City, 1970.

Gaff, J. G., "Involving Students in Faculty Development." In J. Gaff (Ed.) *New Directions for Higher Education: Institutional Revewal Through the Improvement of Teaching*, no. 24. San Francisco: Jossey—Bass, 1978.

Hildebrand, M. and Wilson, R. C., "From Effective University Teaching and Its Evaluation." as cited by Kenneth E. Eble, *The Recognition and Evaluation of Teaching*. Project to Improve College Teaching, Salt Lake City: 1970.

Menges, R. J., "The New Reporters: Students Rate Instruction." In C. R. Pace (Ed.) *New Directions for Higher Education: Evaluating Learning and Teaching*, 1 (4). San Francisco: Jossey—Bass, 1973.

Miller, R. I., *Evaluating Faculty Performance*. San Francisco California: Jossey—Bass, 1972.

Poole, L. H. and Dellow, D. A., "Evaluation of Full-time Faculty." In A. Smith (Ed.) *New Directions for Community Colleges: Evaluating Faculty and Staff*, no. 41. San Francisco: Jossey—Bass, 1983.

Rees, R. D., "Dimensions of Students' Points of View in Rating College Teachers." *Journal of Education Psychology*, LX (6), 1969, 476-82.

Seldin, P., *Successful Faculty Evaluation Program*. Crugers, N.Y.: Coventry Press, 1980.

Spencer, R. E. and Aleamoni, L. M., "A Student Course Evaluation Questionnaire." *Journal of Educational Measurement*, VII, 1970, 209-10.

Larry E. Short is a Professor of Management at Drake University, Des Moines, Iowa.

BEST COPY AVAILABLE

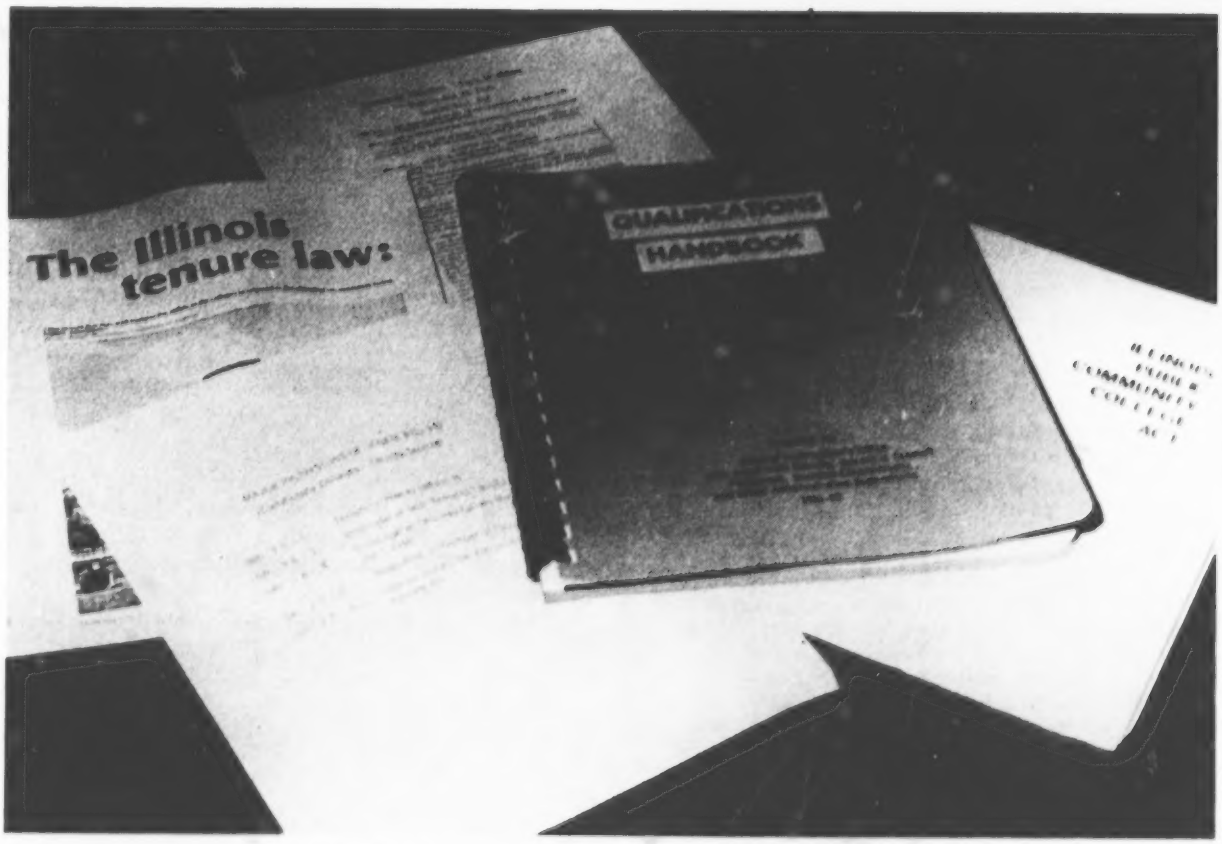
REDUCTIONS IN FORCE In Higher Education

Here is one college's response to a legislated tenure act.

By HANS ANDREWS and BRUCE MACKEY

PRIOR TO JANUARY 1, 1980, community colleges in Illinois had the legal power but not the legal obligation to provide tenure rights for their faculty members. On January 1, 1980, however, Illinois community colleges found that the state legislature had mandated tenure.

The key provisions of Public Act 81-1100 (Section 103, B-1, *et. seq.*, Ch. 102, Ill. Rev. Stats):



The development of the* Qualifications Handbook *helped to allay the anxieties of faculty members who were fearful of being "bumped" by persons in other departments and disciplines.

(1) outlined the procedures and time frames within which employees could acquire tenure in the community college districts in the state; (2) spelled out the reasons and procedures for the dismissal of tenured and non-tenured personnel; and (3) defined some, but not all, of the key terms used in the statute.

FACULTY CONCERNS

It did not take long for the majority of the faculty and academic support personnel at the Illinois Valley Community College to focus upon the provision in the law spelling out the procedures for reductions in force. Of particular concern was the following language:

> . . . the employment of no tenured faculty member may be terminated under the provisions of this Section while any probationary faculty member, or any other employee with less seniority, is retained to render a service which the tenured employee is *competent to render.* (Sec. 105B-5, emphasis added.)

LACK OF LEGALLY DEFINED MINIMUM QUALIFICATIONS

Despite the obvious significance of the term "competent to render" services in the statutory framework, the state legislature provided no definition for the term. Moreover, in Illinois there are no legal minimum standards required for teaching in community colleges. In contrast, the qualifications of Illinois elementary and secondary teachers, like those of most elementary and secondary teachers in the United States, are regulated by state certification laws. Virtually the only statement in either statute or administrative regulation concerning the qualifications required of Illinois community college faculty members is a brief reference in the board policy manual of the Illinois Community College Board, which states:

> A professional staff, educated and prepared in accordance with generally accepted standards and practices for teaching, supervision, and administration in the discipline and subject field to which they are assigned. These include collegiate study and/or professional experience. As a general rule, graduate work to the master's degree or beyond in the subjects or fields taught is expected except in such subjects and fields in which the work experience and related training is the principal teaching medium.

The absence of any statutory definition of the key phrase "competent to render" services created obvious faculty anxieties. For example, it had always been assumed and practiced at the institution that seniority existed only within a faculty member's own division of the college and within his or her own teaching area. Prior to enactment of the Community College Tenure Act in January of 1980, the Illinois Valley Community College Board had, in fact, negotiated reduction-in-force provisions with the faculty union which insured that reductions in force would be effected within divisions. The new tenure law expanded the seniority and bumping rights *potential* to a campus-wide possibility with its "competency to render" clause and lack of any reference to divisional or departmental boundaries.

As faculty members became better acquainted with the new law relative to the campus-wide seniority and bumping provisions, a new fear evolved. Who, in other divisions or departments of the college, now would be qualified to bump on a seniority basis? Could a librarian with a bachelor's degree in English now bump an English instructor with less institutional seniority? Could a history teacher with an undergraduate degree in business bump a business instructor with less seniority? Could someone in reading with eighteen hours of psychology bump into the psychology department?

DEVELOPMENT OF BOARD POLICIES

One of the first steps taken by the college was to develop board policies to reflect the intent of the Community College Tenure Act and to provide necessary protection for the board of trustees when and if it faced problems concerning staff retrenchment.

The following summarizes the major provisions in the new board policies that were adopted in February of 1981:

(1) The general hiring policy was adopted to reflect the wording in the *Illinois Community College Board Redbook* which stated that the "master's degree or beyond in the subject areas and . . . work experience and related training in subject areas where college programs are not normally available" are the accepted general hiring standards.

(2) Academic support personnel were defined as counselors, assistants to instruction and librarians.

(3) The administration was directed to maintain a listing of competencies and qualifications for all full-time faculty and academic support personnel.

The absence of any statutory definition of the key phrase "competent to render" services created obvious faculty anxieties.

(4) The board policies also made it clear that possible movement outside of a person's present position will only affect such personnel *at such time as staff reduction(s) may affect their present status* as a full-time employee.

(5) The board would develop and maintain a *Minimum Qualifications Handbook* for faculty and academic support positions.

FACULTY INPUT AND THE QUALIFICATIONS HANDBOOK

To provide some order in the process of seeking faculty input, the college's five division chairpersons were requested to obtain faculty input for the development of a handbook to establish minimum qualifications for defining the phrase "competent to render services." The role of the dean of instruction at the college in this product was to act as a mediator in the problem areas and to provide for overall safeguards such as reviewing the document for consistency and to guard against self-serving recommendations.

Faculty members wrestled with the problem of establishing a standard high enough to guarantee the quality of faculty preparation, yet not eliminate the faculty members who were presently teaching in an area without the academic or job experience credit necessary to satisfy the "minimum qualifications" being recommended for the board policy handbook.

It was at this point that the administration made it known that the minimum qualification handbook would not be compromised in order to "protect" all existing personnel who may not fit the qualifications being recommended as "minimum." The administration did, however, set up a process that would provide for a thorough review of each faculty and academic support member's experience at the college. Personal academic preparation, work experience, and any other considerations provided by faculty members was reviewed for support. The possibility of "grandfathering in" competencies provided the vehicle necessary to recognize teaching and academic support service experience that would not be recognized by a minimum qualifications handbook.

THE ESTABLISHMENT OF COMPETENCY SHEETS

Individual "competency agreement" sheets were developed for each faculty and academic support member at the college. The agreements listed each course for which faculty members had been deemed competent to teach. Other courses for which individuals had academic or experience qualifications, but had not taught, were listed on this form under "qualified." A statement included to indicate competencies would be withheld until the course(s) was successfully taught at the college.

The following definitions were developed to define the terms "qualifications," "competent," and "competencies:"

(1) *QUALIFIED*—The term used to designate the *minimum-preparation level* necessary for teaching, or academic support employees to be hired, for a *specific area of instruction* or an *academic* support position at I.V.C.C.

(2) *COMPETENT*—The term used to refer to a teaching or academic support employee who has both the *minimum preparation level* and who has *successfully undergone the tenure* evaluation system at I.V.C.C., and/or has successfully prepared for and taught individual courses for I.V.C.C.

(3) *COMPETENCIES*—The term used to spell out *exact areas of competence* of a faculty member or academic support employee at I.V.C.C.

The movement from "qualified" to "competent" definitely reflected the college's process of evaluation toward tenure and toward a process that would now spell out how new "competencies" could be obtained by individual faculty and academic support members.

Several faculty members were not "grandfathered" in for courses they had previously taught either because they lacked the minimum qualifications established for the course(s) or because they had not kept professionally current in the field. "Professionally current" was defined as having recent affiliations, attendance at related conferences or workshops, and reasonably current coursework.

LOWERING OF THE FEARS

The development of the *Qualifications Handbook* helped to allay the anxieties of faculty members who were fearful of being "bumped" by persons in other departments and disciplines who had at least a bachelor's degree preparation in their field. The consistency across divisions in establishing the master's degree as the minimum qualification in all of the transfer disciplines immediately answered most of the concern that had been raised by faculty at the time the tenure law had been passed. The establishment of a bachelor's degree and related experience in the teaching field provided the same type of protection for those instructors in the occupational teaching disciplines.

Establishing the *Qualifications Handbook* has also given a new thrust to administrators in hiring of personnel in fields where there is a shortage of persons available. A waiver of a minimum requirement may be allowed during initial hiring but individual non-tenured staff contracts now specify what one must do during the non-tenured or probationary period in order to be considered "qualified" prior to a tenure appointment. In some cases, contract clauses, calling for the master's degree in a given field, or up to 1,200 more hours of experience in an occupational-related discipline, are now inserted in initial contracts.

LINGERING PROBLEMS

Since the college chose not to impose its decisions on the faculty members, but chose instead to involve faculty members, the total process of developing board policy, individual competency forms and the qualifications handbook took over eighteen months to achieve.

Many department meetings, staff meetings and sections of board of trustee meetings were devoted to the college's attempts to provide procedures for dealing with possible reductions in force within the framework of the Illinois Community College Tenure Act.

Perhaps because of the failure of some individuals to understand the importance of some of the steps involved in the process, there remain some remnants of misunderstanding at the institution. As with most issues involving job security, the college found that it is almost impossible to develop a procedure which will please all parties concerned.

During a period in Illinois when economic conditions have been highly unstable and when retrenchment in community colleges in Illinois becomes a stronger possibility, many of the early questions that caused unrest and concern have been answered as a result of the process.

OUTCOMES

The campus-wide qualification review process has produced the following results:

(1) The college board of trustees now has *policies* that clearly spell out its rights and responsibilities relative to decisions concerning the hiring, evaluation, tenure, and reduction in force of faculty and academic support personnel.

(2) The board of trustees has adopted formally a *Qualifications Handbook for Full-Time Faculty and Academic Support Personnel*, a document developed following thorough input and review by both administrative and faculty personnel.

(3) The faculty anxiety concerning possible mass personnel movement between divisions because of the tenure law's emphasis on campus-wide seniority has subsided with the adoption of the new board policies and the qualifications handbook.

(4) The tenured faculty and academic support personnel have *clearly defined individual competency agreements* spelling out their areas of "competency to render" at Illinois Valley Community College.

REFERENCES

Rapp, James A. and Ortbal, Thomas J., "Illinois Public Community College Act: Tenure Policies and Procedures." Illinois Community College Trustees Association, Springfield, IL, March, 1980.

Illinois Community College Board, *Policy Manual*, Springfield, IL, July, 1978.

Hans A. Andrews is Dean of Instruction of Illinois Valley Community College.

Bruce Mackey, legal counsel for Illinois Valley Community College, is associated with the legal firm of Klein, Thorpe, and Jenkins, Ltd., in Chicago.

The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

THE REVIEW PROCESS

Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

TYPING AND OTHER REQUIREMENTS

1. Submit a self-addressed, stamped postcard so that receipt of the manuscript can be acknowledged.
2. Submit an original and two (2) copies. The original should be typed on 8½ x 11 inch non-translucent white bond. Do not use onionskin or erasable bond.
3. Include an abstract of the manuscript not to exceed 100 words.
4. Double-space the entire manuscript including references, quotations, tables, and figures.
5. Leave generous margins (at least an inch all around) on each page.
6. Give the manuscript a short, informative title.
7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.
8. Number all pages consecutively. Do not place your name on any of these pages.
9. Type references in alphabetical order by the author's last name.
10. Place your name, title, address, institution, and telephone number on a cover page only so that the manuscript can be reviewed anonymously.
11. Use the *Publication Manual* of the American Psychology Association to answer any questions of style and form not covered here.
12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.
13. If you want your original manuscript returned, include a large self-addressed, stamped envelope.
14. Authors bear full responsibility for the proper crediting of sources used in the manuscript and for the accuracy of references, quotations, tables, and figures.

LENGTH AND CONTENT REQUIREMENTS

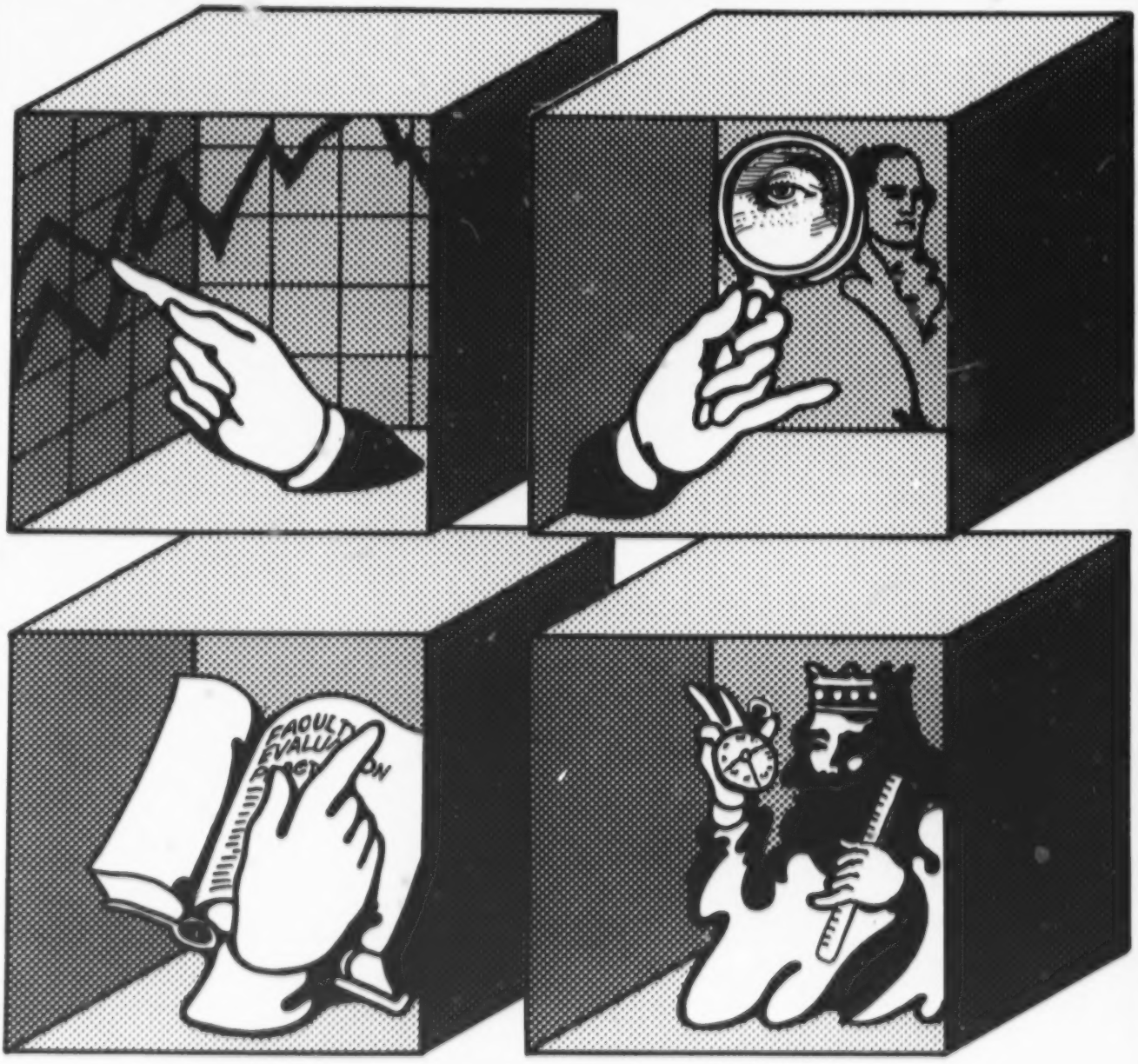
1. *Full length articles.* Manuscripts should generally not exceed 3,500 words (approximately 14 pages of double-spaced typewritten copy including references, tables, and figures).
2. *Exemplary practice articles.* Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables, and figures). These articles should report on or describe new and/or exemplary practices, programs, techniques, or policies and procedures.

MANUSCRIPT MAILINGS

Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

Gordon E. Watts, Editor
Journal of Staff, Program, and Organization Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913

PRACTICES in EVALUATION of FACULTY DEVELOPMENT PROGRAMS



A Survey of California Institutions of Higher Education

By JUNE BELKER

FACULTY DEVELOPMENT in higher education has been used to describe programs and activities which help faculty to be more effective in their professional roles. At first viewed as a means by which faculty could increase their knowledge of their particular discipline, faculty development within the last twenty years has expanded to include specific ways by which faculty can increase their knowledge of teaching as a process. This has included a concern for improving the conditions of student learning, and awareness of changes in the role of the professor as they become involved in the overall effectiveness of the institution.

This expansion of the meaning and intent of faculty development has risen in response to the demands made by society that both the faculty and the curricula become more accountable to produce more (Rubin, 1978). Not only have the colleges and universities been faced with this general demand, but they also have been faced in the last two decades with a significant change in both the student and the faculty population.

The educators who were hired during the 1960s and 1970s earned tenure and, for a variety of reasons, have chosen to remain at their chosen college or university until retirement. Colleges and universities are more restricted in their ability to hire new faculty to meet the changing needs of the students as well as to address the more recent discoveries in the academic world. The changing student population, the stabilization of faculty, and the reduction of personnel turnover suggest the need for not less but more faculty development programs.

Many colleges and universities have established programs, activities and centers designed to assist in the continued development of the faculty (Rubin, 1978; Centra, 1979). There have been many books and conferences suggesting specific ways by which the institutions can "develop" faculty as well as models to follow. However, there has been little attention given to the evaluation of these programs or to the use of the evaluation.

Among the many reasons given for lack of the use of evaluation results, two continually arise. First, most educators agree that change or movement as a result of faculty development is difficult to measure. Second, the term "evaluation" raises a variety of emotional defense reactions among those being evaluated.

Both of these reasons for the lack of substantive evaluation seem to evolve from the same source: a lack of knowledge on the part of the educator as to the myriad uses to which evaluation results may be used. The fact that faculty development program evaluation could assist both the individual faculty member and the institution in providing a solid measure of effectiveness needs to be encouraged. Faculty development program evaluation can be used to reaffirm the value of postsecondary education both internally and externally to assist us in moving forward in a decade of increasing uncertainty and challenge (Lehman, 1981).

METHOD

The realization that evaluation of faculty development programs is not adequately used for the benefit of the faculty or the institution, and that administrators are beginning to realize the use of this particular kind of evaluation became clear in a study which was conducted during 1981 in California. The study examined faculty development programs generally and evaluation of these programs specifically in all the public colleges and universities identified in the California Master Plan. They included the one hundred and five community colleges (CC), the nineteen state

Faculty development programs in California are not related directly to institutional goals and objectives.

universities (CSU) and the nine research universities (UC).

The research design comprised three parts: a telephone survey, a mailed questionnaire, and a telephone interview. The total number of institutions contacted during the telephone survey was 154 which included all the 133 colleges and universities, the three system-wide offices, and the eighteen multi-campus community college districts.

A mailed questionnaire was sent to the administrator, staff or faculty person who had been designated responsible for faculty development in the telephone survey. The questionnaire was mailed to the 133 colleges and universities, the three system-wide offices, and the ten multi-campus districts which indicated that they had a faculty development person at the district level.

A period of eight weeks was established as the time in which data from the questionnaires would be collected and used for the descriptive and statistical analysis. During that period, there were two reminders: the first by telephone and the second by mailing a second questionnaire. Prior to the first reminder, 60 (48%) of the institutions had responded. After the first reminder and before the second, a total of 94 (75%) responded. An additional 11 (1%) community colleges responded after the analysis was in progress. Thus the total of complete questionnaires returned was 117 (88%) from the individual institutions, two (66%) from the system-wide offices, and seven (70%) from the multi-districts for a total of 126 (86%).

The telephone interviews were selected from a stratified random sample of those persons who indicated in the mailed questionnaire that they would be willing to be interviewed. Thirty telephone interviews were conducted to gather more qualitative information concerning the responses and reactions to faculty development, generally, and to evaluation of faculty development programs, specifically.

Among the persons who responded to the questionnaire, three of the representatives of the UC campuses agreed to be interviewed, eight of the representatives of the CSU campuses agreed to be interviewed, fifty-six of the community colleges, two of the systemwide offices and four of the multi-campus districts agreed to be interviewed. Due to the disparity in the numbers among the five categories, it was decided to interview all the willing respondents from the UC campuses, the CSU campuses, the system-wide offices and the multi-campus districts. Twelve community colleges were identified to be included in the interview to parallel the twelve four-year institutions which were being interviewed.

RESULTS

Among the colleges and universities surveyed, 92 (69%) indicated that they had a faculty development program, 27 (20%) indicated that they had a few activities, and 14 (11%) indicated they had no program at all. Similarly, when the system-wide office of each of the three types of institutions and the community college districts with more than two colleges were asked if they had a program, three (100%) of the system-wide offices and ten (56%) of the community college districts indicated they did.

Forty-nine (46%) of the institutions indicated that they had a systematic evaluation plan and 58 (54%) indicated that they did not. The persons who were responsible for faculty development were also responsible for the evaluation. The criteria for evaluation used most often were the goals established for faculty development by the individual or the department. The goals were not directly connected to the goals of the institution. Reaction forms immediately following the activity, observations, and occasional interviews were the primary means by which the evaluation was conducted. Only in rare instances were more elaborate evaluation techniques used. The results of the evaluation were usually communicated to the faculty through written reports, such as staff bulletins, or departmental newsletters.

According to the questionnaire, the results of the evaluation of faculty development were most often used to make improvements in the faculty development program itself. Secondly, they were used to make improvements in the learning environments for better instruction. Instructional improvement was particularly evident when the source of faculty development funds came from mini-grants and innovative instructional grants awarded by the system-wide offices.

PREFERRED EVALUATION PRACTICES

There was a difference between the kinds of evaluation practices that were conducted and the kinds of evaluation practices that were preferred. Most respondents stated that they had a very informal means of evaluating faculty development. Many of the respondents expressed interest in developing a more systematic evaluation plan one which would focus on the needs of the individual in conjunction with the institution, and would also incorporate a variety of qualitative and quantitative measures for assessing the effectiveness of the program.

The results of the questionnaire and the interviews indicate that there is no standard plan for evaluating faculty development programs among the public universities, state universities, and the community colleges in California. The universities (UC) claim that evaluation of faculty development is largely an individual matter and therefore not within the province of the institution. The state universities (CSU) were similar to universities (UC) in the belief that evaluation is an individual matter. However, unlike the universities, state universities also suggest that evaluation should take into account the needs of the institution as well as the needs of the individual. The community colleges (CC) indicate that faculty development program evaluation is a shared responsibility between the faculty and the institution.

Any consensus among the institutions is found among the types—the community colleges, the state universities and the research universities—rather than as a total system incorporating the three segments of higher education.

A major similarity among and between the institutions is that they do not have any systematic or uniform way of evaluating faculty development programs. Furthermore, there is no consensus about how that evaluation should take place. The colleges and universities are also similar in the selection of goals for their faculty development programs. All of the institutions, the districts and system-wide offices, indicated more support for organizational and instructional goals and little or no support for personal goals.

Two of the most prominent differences in this study are found between the two-year and four-year institutions and between the intent of the program or activities and the implementation of program or activities. The four-year institutions generally believe that faculty development is an individual matter. The purpose is to promote scholarly activities, such as research and the acquisition of grants which bring recognition and funds to the institution. Teaching, although important, is not considered a major factor in developmental activities.

The community colleges stress the teaching aspect of faculty development and provide programs which deal with issues related to teaching. Although they also agree that development is essentially an individual or departmental concern, there is more interest expressed by the administration in assisting the faculty to become better teachers.

A final difference is related to the perceptions of the district system-wide administrator and the campus administrator. In responding to reasons for no evaluation plan, the districts and system-wide offices felt that there was no evaluation plan because administrators did not consider it important. Again it is necessary to reiterate that the responses included representatives from community college districts and system-wide offices, and the state university system-wide office. The university system-wide office was not represented. It can be assumed that this response relates more to community colleges than to either the universities or state universitites.

Direct discriminant analysis was used to determine those activities, goals, and evaluation procedures of faculty development programs which not only typify the kind of institution but which also might be used to predict the likelihood of the existence of a systematic plan. Since discriminant analysis provides a means for distinguishing statistically between two or more groups, it is a useful technique for developing institutional profiles as they related to faculty development (Hair, et al, 1979).

By employing the discriminant function, a classification and related hit-ratio statistics are presented. The classification figures indicate the degree to which the institutions in the study belong to a particular group (Klecka, 1980). The hit-ratio expands the understanding of the classification into groups. It does this by revealing the percentage of correctly classified units or in this case, institutions.

Based upon the variables used in the discriminant analysis, the type of institution (two-year college or four-year university) can be accurately predicted 83% of the time. Further, whether or not the institution has an evaluation plan can be predicted 89% of the time. In both instances, the selected variables are good discriminators and could predict group memberships.

DISCUSSION

As a result of this study, three major conclusions were made about evaluation of faculty development programs in California. First there are two major schools of thought concerning faculty development and its place in institutions of higher education. One is that faculty development is a peripheral activity that is allowed to continue as long as it does not interfere with the functioning of the institution. In this context, it is seen as an individual or departmental issue. The second major school of thought is that faculty development is essential to the functioning of the college or university. The responsibility for faculty development then is shared by the faculty and the institution.

If the institution generally supports the first position, that faculty development is the responsibility of the individual or department, then the institution does not deem it necessary to implement a formal program. If, on the other hand, the institution accepts the responsibility to integrate the needs of the institution with those of the individual faculty member, the institution will often incorporate a faculty development program into its master plan.

This study has shown that while the universities and the state universities more often support the individual orientation toward faculty development, and that the community colleges support the shared responsibility orientation, there is a growing concern among all institutions to improve their educational effectiveness. A much-discussed means to do this is through the retraining of faculty. Retraining, to the faculty member, often means developing another area of proficiency needed by the department. Retraining, to the institution, means shifting its human resources to meet contemporary demands. In both cases, this issue would seem to require the combined efforts of the faculty and the institution. Thus, although many colleges and universities philosophically support the concept that faculty development is an individual and not an institutional concern, the realities facing the educational world today may force them to consider another way to view faculty development.

A second conclusion suggested by this study is that, of the faculty development programs reported by colleges and universities, programs more often consisted of a series of loosely connected activities. For the most part, the activities do not evolve from a commonly accepted series of goals and objectives that have been developed by the faculty and administration. Furthermore, the evaluation plans that do exist for faculty development are informal and not directly connected to goals and objectives of either the program, the individual faculty member, or the institution. The results of the evaluation of faculty development seem to make no significant difference in the functioning of the institution.

The faculty development programs which emanate from the district offices of the community colleges seem to be similar to those described at the campus level. A major reason for this similarity at the system-wide level is that there is no specific policy that focuses on faculty development. The lack of policy may also account in part for why the colleges and universities do not appear to have more comprehensive faculty development programs.

The final conclusion that can be derived from this study is that there is no one model for faculty development programs nor is there one model for evaluating those programs. What seems clear, however, is that each college or university needs to establish a program which meets the unique needs of its faculty in conjunction with its institutional needs. The creation of a program does not depend upon the size of the institutional budget, or the faculty, or the institution. Rather it seems to depend upon the collaborative efforts of the faculty and the institution; the support of policy which is based upon mutually acceptable standards, goals and objectives; and sufficient time to allow educators to shift their thinking about faculty development as a peripheral activity to an integrated activity.

REFERENCES

Centra, J. A. *Determining Faculty Effectiveness.* San Francisco: Jossey-Bass Publishing Co., 1979.

Hair, J. F., Anderson, R. E., Tatham, R. L. and Grablowsky, B. J. *Multivariate Data Analysis.* Tulsa, Oklahoma: Petroleum Publishing Co., 1979.

Klecka, W. R., *Discriminant Analysis.* Beverly Hills, Sage Publications, 1980.

Lehmann, T. "Evaluating Adult Learning and Program Costs." *The Modern American College.* Chickering, A. W. and Associates. San Francisco: Jossey-Bass Publishing Co., 1981.

Rubin, L. *The In-Service Education of Teachers.* Boston: Allyn and Bacon, 1978.

Dr. June S. Belker is Community College Programs Coordinator and Higher Education Assistant Professor at San Diego State University, San Diego, California.

The Time to Institutionalize SPOD is NOW!

By DON C. GARRISON

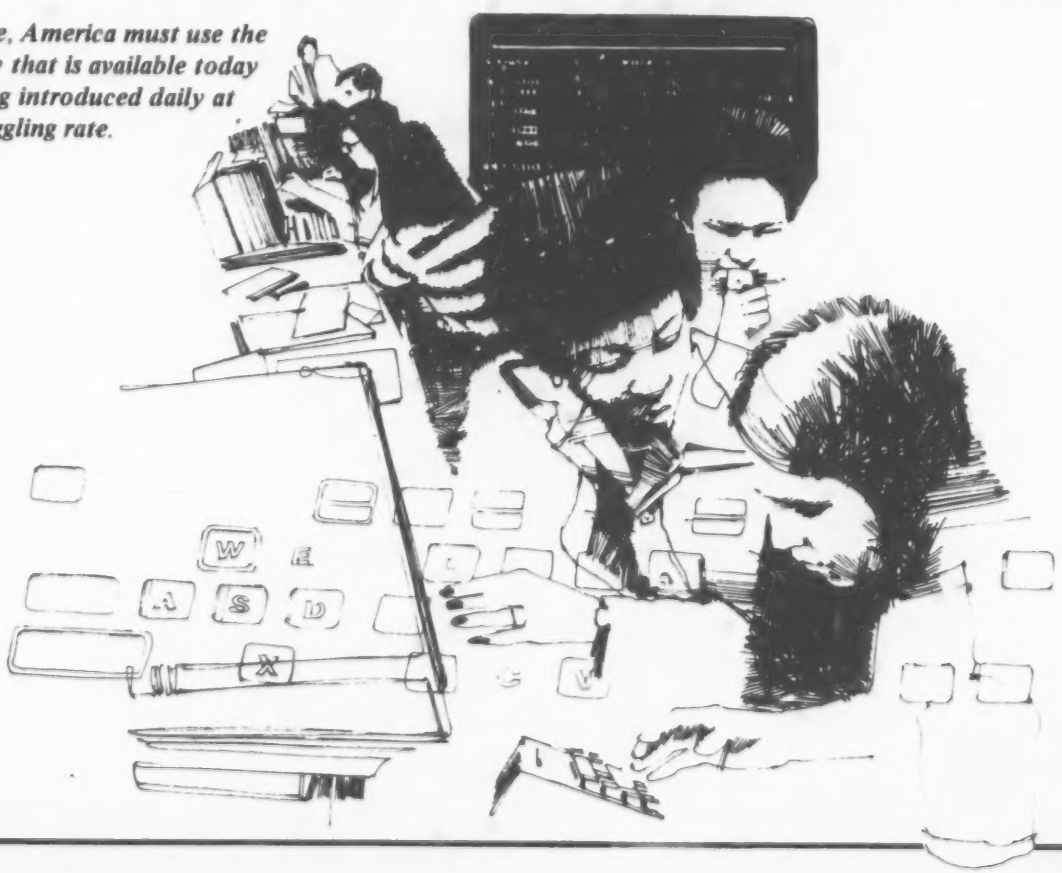
ROLAND TERRELL'S ARTICLE in the spring issue of this journal convincingly presents the case for the institutionalization of SPOD. He argues the case for a theoretical base and practice for SPOD and assures retrenchment of the SPOD movement if such is not accomplished.

SPOD's decade of development, to the point where practice now demands policy, certainly emphasizes the maturation of the SPOD movement. This maturation has fused SPOD into community and technical colleges everywhere, placing the institutionalization of SPOD front stage, center. If ever the time was ripe to institutionalize, it is now.

Those "SPODers"—you who are the national leaders in staff, program and organization development and who make NCSPOD the dynamic, viable, necessary organization that it is—are in the spotlight at that front stage, center. This is so because of a fundamental fact shared by all colleges committed to serving their communities and the people who fill the jobs in those communities. This fundamental fact is that the way of life in America is changing at an unprecedented rate.

The forces of the post-industrial technological revolution, which is well under way, and a global economy are driving the changes. These forces

To advance, America must use the technology that is available today and is being introduced daily at a mind-boggling rate.



are *real* and are major contributors to the highest unemployment of American workers since World War II. To date, we have not dealt with these forces effectively, and America is losing the Global War. This war is not being fought with jet fighters, tanks and battleships, nor nuclear missiles. It is an economic war that America is losing, evidenced by our declining share of world trade. Since the early sixties, the total volume of world trade has grown from $150 billion to more than $1.5 trillion. At the same time, America's share of that market dropped dramatically:

- Consumer electronics down from 35% to 10%
- Steel down from 26% to 17%
- Autos down from 44% to 25%
- Wide-bodied jetliners down from 95% to 65%
- Semiconductors down from 90% to 60%
- Soybeans down from 96% to 70%

In all, the United State's share of the world market in two decades dropped from 17 percent to 13 percent. Certainly, some of America's losses can be attributed to the way Japan, West Germany and other nations have applied technological advances in the manufacture of the products listed above and other goods for the international market. Another contributor to U.S. losses would have to be the Third World developing countries where 80 percent of the world's population resides and where those who are fortunate enough to have jobs work for slave wages, presenting a formidable challenge to the American economy and worker.

American industry and business must incorporate, as rapidly as possible, the advanced high technology that we hear so much about so that the U.S. can reclaim its position in the world market by competing with nations whose industries embrace new technology and with nations whose workers are employed at slave wages.

To advance, America must use the technology that is available today and is being introduced daily at a mind-boggling rate. This technology must be used not only at the work stations in business and industry, but at the learning stations in our community and technical colleges in grass-roots America. Equally important, our colleges must conduct programs which produce graduates armed with skills which are current and relevant to the technological society of the present decade and the one to follow, on to the year 2000. The time to institutionalize SPOD, therefore, is NOW!

College resources must be maximized as never before to insure that the college's productivity grows in cadence with that of the business and industrial community. Consequently, organizational development is a must to insure that every person on the payroll masters state-of-the-art knowledge in his or her respective speciality and that all work together to insure the college's productivity.

Community college leaders who are informed as to what is going on in the world economy, in their communities and at the business and industrial workplaces surely recognize that one of the greatest challenges shared by all community and technical colleges is the need to update programs, faculty and staff to insure productive and relevant programs. This fact alone answers the question concerning the importance of SPOD.

As indicated by enrollment trends, increasing numbers of students each year are choosing occupationally-specific programs of study to better insure job acquisition and subsequent job security once, but no more, taken for granted by many American workers. This enrollment trend was documented by the American Association of Community and Junior Colleges a few years ago in a report which showed that more than half of the students in the association's 1,000 plus institutions were in occupationally-specific programs—and the number continues to grow.

Informed trustees, presidents and other leaders of community and technical colleges are aware that American business and industry invested $30 to $50 billion last year on their own training programs. This enormous investment states strongly that business and industry also recognize the importance of those objectives and goals which such organizations as the National Council for Staff, Program and Organizational Development work to achieve.

The time is now (if not now, when?) to institutionalize SPOD. Roland Terrell has presented to us the challenge within an undeniable frame of reference. It will be interesting to observe what we do with his challenge. It will be even more interesting to observe the attrition rate of those institutions which fail to recognize the critical message he presents and, in so doing, begin to close their open doors. Unquestionably, colleges that do not institutionalize SPOD will find it difficult, if not impossible, to serve their purpose in the community.

Don C. Garrison is President of Tri-County Technical College in Pendleton, South Carolina.

Evaluating Faculty and Staff

A compilation of recent articles by some of the most noted authorties in the field.

By GARY D. CHRISTENSON
Elgin Community College, Elgin, IL.

> The colleges that can most effectively manage, develop and reward their most important and valuable resource, their staff members, are likely to be the most successful colleges in meeting their educational goals for the remainder of this decade.
>
> --Al Smith

Not long ago, a friend of mine who works as a financial officer for a Fortune 500 firm offered what he believed was the most logical method of evaluating teachers in the nation's schools. "Base their individual salaries on the overall improvement of standardized test scores," he said. "As the test scores of their student fluctuate, so should their pay checks."

My friend thought his proposal so logical and obvious that he couldn't believe that such a method hadn't been put into use years ago. After all, such a system had worked perfectly in motivating his sales force. But there's the rub. Individuals in the private sector often falsely equate what they do with what teachers do. The instructor charged with the duty of measuring a student's learning success simply cannot be evaluated in the same fashion as a salesman of microprocessors. Most importantly, however, my friend showed that he was concerned and confused about instructional evaluation just like a few million other people.

Evaluation. No other topic in education today seems so puzzling. At the community college level especially, debate over the mission and mode of assessing teaching ability has eclipsed nearly every other issue. The media, too, echo with the pleas and demands of taxpayers and politicians who speak of merit and the need to "weed out" the "bad apples" in the nation's schools.

It is for these reasons that *Evaluating Faculty and Staff*, an ERIC-sponsored publication edited by Al Smith of the University of Florida, is such a timely book. A compilation of recent articles by some of the most noted authorities in the field, *Evaluating Faculty and Staff* is a concise, readable and often enlightening look at various aspects of evaluation, daring even to tread on such virgin turf as the evaluation of administration and part-time faculty. But Smith makes no promises. He instead reminds us that evaluation is not an issue likely to be solved over night. (European schools of higher learning were wrestling with the problem as early as 1000 A.D.)

Evaluation. No other topic in education today seems so puzzling.

Evaluating Faculty and Staff makes clear for the uninitiated the reasons why evaluation has become a hot topic. Smith points out that aging faculties, diminishing enrollments, declining financial resources and the realization that all staff members are important to education have greatly fueled interest in evaluation. Authors of additional articles in this book echo Smith, reinforcing that evaluation is the educational issue of the '80s.

Perhaps of most credit to Smith are the articles he has selected for this book. While he states that *Evaluating Faculty and Staff* is in no way intended to be a blueprint for evaluation, it does a fine job of covering the most controversial aspects of this topic, providing the reader with a bold, frank feel for what evaluation has been and what it must become.

Laurence Poole and Donald Dellow, the authors of a chapter

titled "Evaluation of Full-Time Faculty," don't hedge when they state that "Teaching is a complex and difficult process that cannot be evaluated on the basis of any one source of information. . ." Richard Behrendt and Michael Parsons, co-authors of "Evaluation of Part-Time Faculty," similarly spell out reality when they tell us that community colleges are sure to continue to use part-time faculty in large numbers, pointing out that failure to develop and evaluate such college members is not only a waste of valuable resource but will also serve to create greater barriers between full- and part-time staff.

James L. Wattenbarger, in a chapter on "Evaluation of College Administrators," cites dwindling financial resources and public pressure for accountability as the main reasons why administrative assessment will become increasingly popular during this decade. Wattenbarger further offers strong common sense guidelines for designing and implementing administrative evaluations.

Still, in an article on "Concerns About Using Student Ratings in Community Colleges," author William E. Cashin is not reluctant to dredge up the common fears of student evaluation of instruction, fears that Cashin shows to be sometimes well founded. Cashin believes that colleges are initially confused about whether they wish to evaluate or develop. He states that colleges often fail to decide whether they are evaluating for personnel decisions or evaluating to aid professional development. When instructors perceive this confusion, their fears of evaluation become even greater.

Cashin further states that other common problems with using student ratings are the tendency to overinterpret the results and the use of inflexible rating instruments that fail to take into account various teaching approaches. Despite these problems, which can be avoided, Cashin contends that student ratings remain a reliable form of evaluation as long as a large number of raters are used.

Later chapters in *Evaluating Faculty and Staff* focus primarily on the need to mesh a strong faculty development program with a fair and reliable system of evaluation. Again, authors addressing this issue pull no punches. They cut to the heart of the dilemma and presage doom for those who fail to heed their arguments. Says Jim Hammons, who authors the "Faculty Development: A Necessary Corollary to Faculty Evaluation" chapter, "Any faculty evaluation system implemented without an accompanying faculty development program or without attention to climate factors influencing motivation is doomed to failure."

And Frank Adams, responsible for a chapter titled "Evaluating, Developing, and Promoting Community College Staff," provides not only a model for developing staff but also a reason as to why many colleges fall short in this area. "Many college presidents openly declare the greatest resources they have at their disposal are human resources," says Adams, adding, "Few, however, set about to nurture this resource through an organizational development plan."

Smith's book is no quick fix to the delimma of evaluation. Still, *Evaluating Faculty and Staff* does a fine job of presenting the critical issues within the issue. But most admirable is this book's unsqueamish desire to confront sensitive problems through zealous, inspired works. *Evaluating Faculty and Staff* will become a favored resource for college leaders and development staff.

COMING UP IN THE NEXT ISSUE

- ☆ Making Inservice Easy, Excellent and Accessible
- ☆ Increasing Student Success Early in the Semester
- ☆ Casebook—Prescriptions
- ☆ *AND MUCH MORE!*

YOU DECIDE

Turned Down Secretary

"Staff development is no concern of this university."

s director of human resource development for the past seven years at a mid-sized northeastern university, you are responsible for implementing a program of professional development and training for all employees from custodian to president. Fortunately, you have always had an ample budget with which to work and strong support from the top-level administrators. Most of your programs have been well attended and received good evaluations.

You are working on plans for an upcoming workshop when the phone rings. It is a secretary calling to tell you about a problem that she is having. She turned in a request last week to her immediate supervisor to attend the workshop that is scheduled soon on the operation of the word processing system that the university recently purchased. The secretary is now upset because her supervisor turned down her request. This was a workshop that had the potential for making her a much more effective secretary.

The secretary goes on to tell you that this is not the first time that one of her requests for "training time" has been turned down. Several times over the last two years she has requested approval to attend on-campus workshops that related to her job. Each time, the request was denied. The secretary tells you that when pressed for a reason for the refusal, the supervisor says, "Staff development is no concern of this university. I pay you for getting the job done—not to play games and drink coffee in the conference room. If you want to improve, go to night class." The supervisor listens to no further attempts on the part of the secretary to explain the reasoning behind her request.

The secretary asks for your suggestions. How do you handle this situation? What strategies would you employ to help the secretary and her supervisor?

NOTE TO READERS:

Please draft a response to this case and mail it to me. The best responses will be printed in the next issue of the *Journal* along with a new case for your consideration.

I would also encourage you to develop some cases of your own and submit them for use in this section of the *Journal*.

-- Editor

ANSWER TO "HOW EXPENSIVE CAN A STOOL BE?"

After examining the facts, the District Court concluded that the plaintiff fell backward because of the stool's defective condition. The school was found liable since it had not properly maintained the equipment. According to the Court, the student was not guilty of contributory negligence. The Court then awarded the student plaintiff $3,500 in damages plus interest, costs, and expert fees. The defendant institution, through its insurance company, appealed the question of liability, and the plaintiff appealed the amount of the award and sought to have the award increased.

The Court of Appeal of Louisiana, Fourth Circuit, affirmed the liability decision of the District Court but ammended the award decision by increasing the award for damages from $3,500 to $7,500.

How expensive can a stool be? In this case, very expensive to both the student, the school, and the insurance company. Proper maintenance and repair of equipment or their removal from use until proper repair or replacement can be provided may prove to be a cost-saving measure in the light of personal injury, professional concern, public relations issues, and actual expenditures involved.

When a "Trust" Relationship is Necessary

Often, members of two groups must be helped to see the interdependence of their functions.

By DUANE ANDERSON

One of the most common situations in which staff development people find themselves, involves working with groups that need to work together in order to achieve the larger goals of the organization, but are having difficulty doing so. These groups may consist of a faction within a department or may be competing departments or divisions or even larger units within an organization such as campuses in a district. One of the basic "principles" many times overlooked by the staff developer is that of *readiness*. Time spent in developing readiness on the part of the members of the group is often seen as a waste of time.

Groups or people who have very high task orientation require special handling to attain the state of readiness needed to make an intervention effective. A state of readiness generally can be reached only if the participants can be physically as well as psychologically separated from the task structured environment in which they operate.

Once physical separation is accomplished by conducting the intervention in at least neutral territory, but even better in an isolated retreat setting, the task of phychological separation needs to receive attention. If one had complete control of the environment and the participants, an ideal intervention might be to structure a situation in which the participants could be made immediately aware of their need for each other for basic survival. A common enemy or a natural obstacle to overcome often serves this purpose. Lacking the opportunity to structure such an environment, the facilitator needs to create an artificial task that requires the concerted effort of the two groups in order to be successful.

Situation

A reorganization has occurred that places two previously autonomous groups in the same physical as well as operational structure. The groups are dependent upon each other for the completion of their task. The members of the two groups are at different levels of professional preparation, one group is made up predominately of minority members and, the focus of one group is on the organizational norms, rules, and regulations, while the other group focuses on the client almost in defiance of the organization. A series of major and minor conflicts have occurred between the two groups which have reduced their effectiveness to a very low level. You have been asked by the president to work with the groups to help them resolve their differences and allow their common task to be accomplished more effectively.

Diagnosis

The members of the two groups must be helped to see the interdependence of their function. The causes of the conflict must be dealt with rather than symptoms. Some type of "trust" relationship must be established that will allow the groups to function in a productive manner.

Prescription

As the staff developer in this situation, don't try to get either group to "change" its value system or even necessarily grow to "like" the other. It is enough to help them understand why it is important to work with each other and accept the validity of the others' perspective of what is right as being as valid as their own. Clarifying values and perspectives is a readiness activity

which takes time and needs to be done in that "separated" environment.

I attempt to establish the "set" for the intervention by involving the members of the two groups in an activity we call "OCCA-lympics." The groups are split into teams made up of members from each group and asked to work together in "fun" type events, both physical and mental, to win ribbons and other prizes. A great deal of hoopla accompanies the event to facilitate a relaxed atmosphere. A series of activities then follow that move the group into more and more serious consideration of both their need to work together and an acceptance of perceptions and values different from their own.

I start with "Alligator River" that helps them to become aware of the conflict that values can cause in their making choices. This exercise, for those not familiar with it, forces the participants to choose a most and least acceptable character from a story involving honesty, loyalty, morality, passivity, etc.

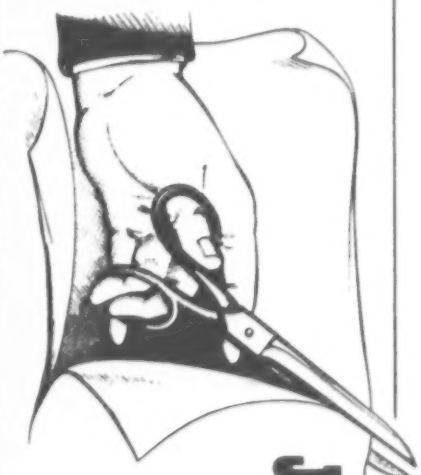
Assuming that the groups are now in a more abstract and reflective mood, I engage them in an activity called "Win-As-Much-As-You-Can" which places them in a situation where inevitably trust is broken by one or more of the participants and the experience of a negative trust relationship is present for the group to deal with. Time must be made available for the groups to discuss and interact with each other at more than a superficial level. It is important that previous appointments, telephone interruptions, and people leaving the setting be avoided at all cost.

This now becomes the time for the facilitator to introduce the issues that face the groups in their back-home situation. The staff developer must now attempt to get them to recognize their own value systems and how the lack of understanding and trust are preventing them from accomplishing their mutual organization goals. As a "manipulator" of the environment, I am not above planting the initial response in the minds of one or more of the people in the group that I can trust.

Once members of the group begin to expose their true feelings to both themselves and to members of the other group, a feeling of accomplishment can be engendered by reinforcing such behavior. One of the gimmicks we often use to do this are buttons made up with labels such as "gatekeeper" or "opinionseeker," and we present those to people who exhibit those behaviors in the discussions. Don't expect miracles, do expect reversion to type, and expect that the intervention may need to be repeated. Find ways to reward and reinforce collaborative behavior and extinguish the negative behavior that was causing the problem initially.

These mediation type behaviors on the part of the facilitator are made much more effective if your non-verbal messages agree with your verbal messages. And one last bit of advice, be thick skinned because this type of activity many times results in a rejection of the facilitator as a face-saving device on the part of some members of the group, and it is only after the group's return to their normal situation that hopefully the effectiveness of the intervention becomes apparent.

Reactions to this regular feature are invited by Dr. Duane Anderson, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.



JSPOD ADVERTISEMENT RATES

The Journal of Staff, Program and Organization Development, P. O. Box 876, Stillwater, OK 74076. Classified and display advertising space rates and deadlines sent upon request.

Name_____ Title_____

Institution _____

Address _____

City_____ State_____ Zip_____

BEST COPY AVAILABLE

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

Volume 1, Number 4 Winter 1983 ISSN: 0736-7627

The JOURNAL of
STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 1, NUMBER 4 WINTER 1983 ISSN: 0736-7627

Publisher: Douglas Dollar

Circulation: Ann Carlson

Marketing: Martha Efurd

The Journal of Staff, Program and Organization Development is published quarterly by the Forum Press, Inc., P.O. Box 876, Stillwater, Oklahoma 74076, as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

SUBSCRIPTIONS: For 1983, Volume 1 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered. Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers. Send subscription requests to Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076. Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.

SUBMISSIONS: "Guidelines for Authors" may be requested from the Editor or the Publisher. In general, manuscripts should be submitted to the Editor (see "Staff") double-spaced on 8½ x 11 inch white bond in an original and two copies. Include a large self-addressed, stamped envelope for return of manuscripts.

ADVERTISING: Requests for classified and display advertising space rates and deadlines should be sent to the publisher.

COPYRIGHT © 1983 by Forum Press, Inc. All Rights Reserved.

EDITOR

Gordon E. Watts
Director of Staff Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913
(501) 785-4241

EDITORIAL ADVISORY BOARD

James O. Hammons
Professor of Higher Education
University of Arkansas
Fayetteville, AR 72701

John E. Roueche
Professor and Director, Program in Community College Education
University of Texas
Austin, TX 78712

Walter Sikes
Director
Center for Creative Change
Yellow Springs, OH 45387

Al Smith
Professor of Higher Education
University of Florida
Gainesville, FL 32611

Carol Zion
Professor of Philosophy
Miami-Dade Community College
Miami, FL 33176

RESEARCH EDITOR

Edward J. Furst
Professor of Educational Foundations
University of Arkansas
Fayetteville, AR 72701

EDITORIAL REVIEW BOARD

Charles S. Claxton
Associate Professor, Center for the Study of Higher Education
Memphis State University
Memphis, TN 38152

Mary Lynn Crow
Director
Faculty Development Resource Center
University of Texas at Arlington
Arlington, TX 76019

Michael L. Davis
Assistant/Academic Vice President
University of the Pacific
Stockton, CA 95211

Mary Ellen Duncan
Director of Institutional Development
Tri-County Technical College
Pendleton, SC 29670

Bette LaSere Erickson
Instructional Development Program
University of Rhode Island
Kingston, RI 02881

Gregory C. Franklin
Dean for Instructional Services
Learning Resource Center
Muskegon Community College
Muskegon, MI 49442

Alexandra Glashan
Coordinator of Faculty Development
Vanier College
Montreal, Quebec, Canada H3X 2H9

Ronald J. Horvath
Director
Jefferson Community College
Louisville, KY 40202

Maureen Lukenbill
Director, Faculty, Staff, and Program Development
Miami-Dade Community College
Miami, FL 33176

Michael H. Parsons
Dean of Instruction
Hagerstown Junior College
Hagerstown, MD 21740

Glenn F. Nyre
Vice President and Executive Director
Evaluation and Training Institute
Los Angeles, CA 90025

James M. Rawson
Assistant Campus Dean
Mohave Community College
Lake Havasu City, AZ 86403

Few researchers have studied the significance of the initial stages of the school term on student outcomes.

90

CONTENTS

VOLUME 1, NUMBER 4 *WINTER 1983*

88

100

110

Increasing Student Success Early in the Semester — *This study examines a set of teaching and learning principles applied during the first three weeks of a college semester.* 90

Making Inservice Easy, Excellent, and Accessible — *Try inservice activities this easy, quick and inexpensive way!* 96

Cooperation & Conflict in Planning Urban School-System/University Projects — *The author presents practical suggestions for university faculty planners to use in creating cooperation and reducing conflict.* 100

Awarding Faculty Merit Based on Higher-Level Needs — *For merit to succeed, certain levels of basic needs first must be satisfied.* 105

Comment 88
Here to Stay!

Take Note 88
Spring Events for Staff Developers

Casebook 108
Is your institution guilty of oversell?

Reviews 110
A Practical Handbook for College Teachers

Resources 112
The National Institute for Staff and Organizational Development

Index for Volume 1 114

THE COVER: After one year of publication, the professional titles of the readers of this journal run the gamut from college presidents and other academic administrators to all levels of instructional personnel, from research and development officers to consultants, and from part-time to full-time staff and faculty developers.

COMMENT

Here to stay!

A diverse readership's support has helped this journal gain momentum.

By GORDON WATTS

While glancing through the list of *Journal* subscribers recently, I was struck by the diversity represented by our readers. Upon closer examination, I discovered that the professional titles of our readers run the gamut from college presidents and other academic administrators to all levels of instructional personnel, from research and development officers to consultants, and from part-time to full-time staff and faculty developers. They represent community colleges and all sizes of both public and private four-year and graduate-level institutions located in all 50 states, Canada, Puerto Rico, and England.

Such diversity seems to be indicative of the growing number of people who are vitally concerned about improving the functioning of all aspects of our institutions of higher education.

The articles in this issue for example represent just a small sample of the variety of areas in which more effective practices are being implemented, considered, or studied. The authors share with us their thoughts and experiences regarding improvements in instructional practices (page 90), faculty evaluation and reward systems (page 105), staff development programming (page 96), and college/

(Continued on page 89.)

TAKE NOTE

Spring Events for Staff Developers

Here are a series of conferences, meetings and workshops you will not want to miss.

EVENT	FOR FURTHER INFORMATION
Legal Update Crystal City, VA February 19-23	College & University Personnel Assoc. Suite 120 11 Dupont Circle Washington, DC 20036
Education Technology Conference Washington, DC February 22-24	Sixth National Conference on Communications Technology in Education and Training 111 Claybrook Drive Silver Spring, MD 20902
Developing Faculty as Teachers: Successful Approaches for Business Schools San Diego February 26-28	Carmeleen Lott AACSB Suite 220 605 Old Ballas Road St. Louis, MO 63141
Annual Conference on Improving College and University Teaching & Administration Orlando February 29-March 2	Division of Continuing Education 1938 West University Avenue Gainesville, FL 32603
Annual Meeting, American Association for Higher Education Chicago March 14-17	AAHE One Dupont Circle Suite 600 Washington, DC 20036

Information regarding the following workshops can be obtained from:

Center for Faculty Evaluation and Development
Kansas State University
1623 Anderson Avenue
Manhattan, KS 66502

Evaluating College Faculty		Improving College Teaching	
Dallas	Washington, DC	Dallas	Washington, DC
February 13-14	March 5-6	February 15-16	March 7-8

Better College Teaching Through Better Testing
Boston
March 22-23

For information regarding the following workshops contact:

Michael Gordon
NPDC
Highline Community College 25-5A
Midway, WA 98032-0424

Alternative Approaches to Assessing Community College Faculty

Dallas	Los Angeles	Seattle
February 2-3	February 6-7	February 9-10

Developing Effective Workshops and Training Sessions
Los Angeles
February 7-8

Productivity Through People
Los Angeles
March 19-20

Increasing Productivity Through the Use of Quality Circles
San Francisco
March 21-23

(Continued from page 88.)
community relations (page 100).

On behalf of the editorial board and the publication staff at Forum Press, I want to thank you, readers, for your support during our first year of publication. We were a little slow getting started, but we have gained momentum. I am receiving a steady flow of articles, subscriptions are growing, and interest remains high. I think we are here to stay. □

BE PATRIOTIC!–ORDER NOW!

SUBSCRIPTION INFORMATION

For 1984, Volume 2 (4 issues per volume), enter a subscription at U.S. $20.00 for institutional (library) or U.S. $14.00 for individual subscriptions. Bulk subscriptions are available to institutions for $12.00 per copy annually when three or more copies are ordered.

Overseas subscribers should add U.S. $5.00 to the above subscription prices. Subscribers in Canada and Mexico receive the *Journal* at the same postage rate as U.S. subscribers.

☐ Payment enclosed [Payable to Forum Press, Inc.]
☐ Bill me ☐ Bill company

P.O. Box 876
Stillwater, OK 74076

Charge my ☐ MasterCard ☐ VISA Account No._____

For MasterCard only: Interbank No._____

Name_____ Title_____

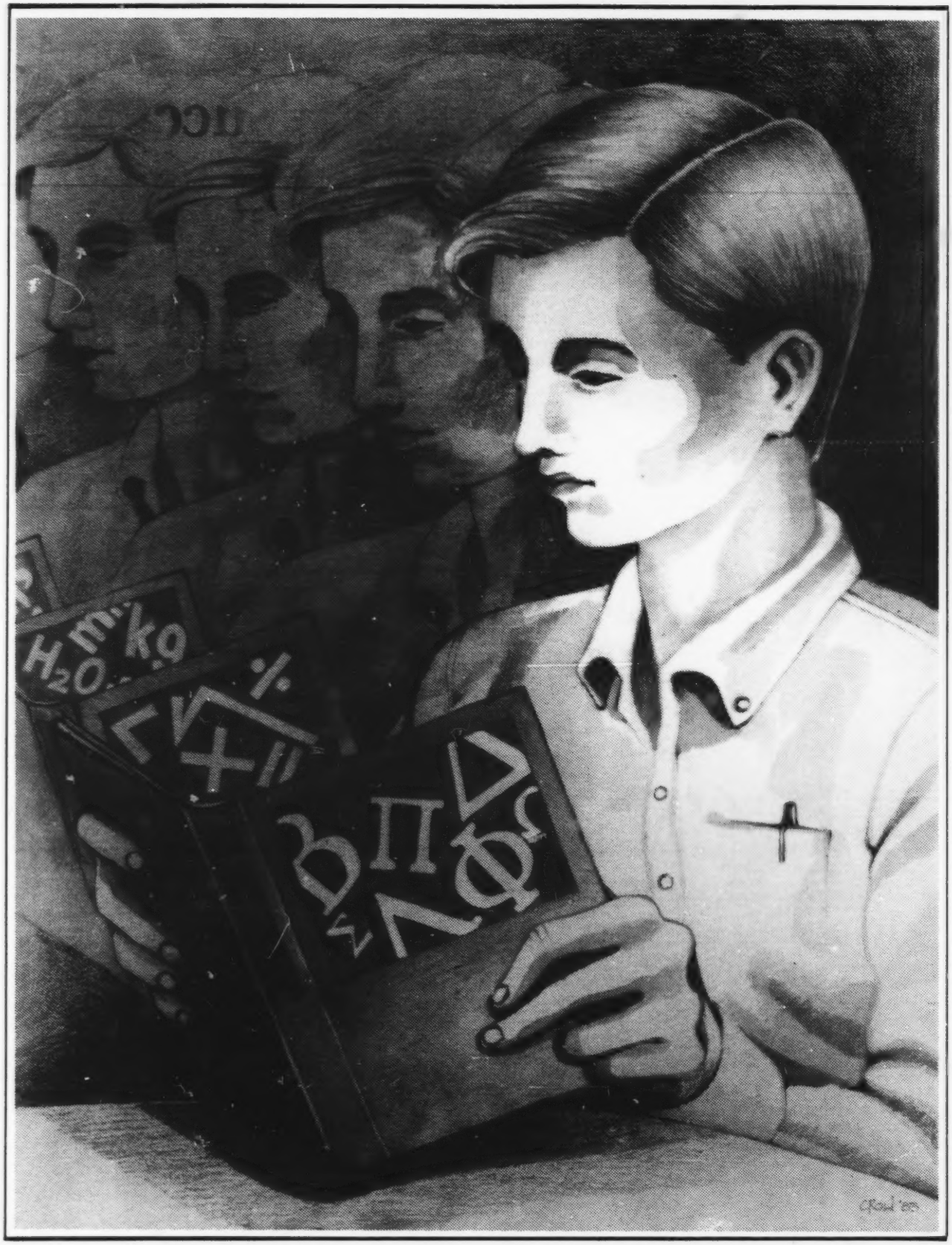
Organization_____

Address_____

_____ Postal Code_____

Date_____ Signature_____

Foreign payment must be made in U.S. currency by international money order or U.S. bank draft or through your subscription agency.


H2O
mkg

Increasing Student Success Early in the Semester

This study examines a set of teaching and learning principles applied during the first three weeks of a college semester.

By RICK GINSBERG and JOHN EASTON

UNTIL VERY RECENTLY, few researchers have studied the significance of the initial stages of the school term or year on student outcomes, although educators have long understood the importance of "starting off on the right foot" (Waller, 1932). Recent studies examining teaching during the first few weeks of a class (Emmer, Evertson & Anderson, 1980; and Moskowitz & Hayman, 1976) have found that effective teachers can be reliably distinguished from less effective teachers in the very first days and weeks of school. These studies have shown that better teachers are more competent in establishing control of the class, creating a friendly and supportive learning environment, giving clear directions, orienting students to necessary behaviors, managing time well, and maintaining a task-oriented focus. The present study examines a set of teaching principles applied during the first weeks of the college semester through a plan collaboratively designed by teachers and researchers.

This pilot research study considers the application of four principles and processes of teaching and learning that have been demonstrably linked to improved achievement and increased affect on the part of the students. Previous research has shown that these principles have improved students' performance and their sense of success. This study is specifically concerned with developing and implementing a plan involving these principles at the beginning of the semester and determining teacher reactions to the plan.

FOUR PRINCIPLES

The four principles of teaching and learning are organized according to the findings of a study by Guskey and Easton (1983) on highly effective teachers in the City Colleges of Chicago. The results of this interview study showed that the very effective teachers shared the following set of common characteristics: 1) they were highly organized and planned carefully; 2) they expressed positive regard for their students; 3) they emphasized the importance of student participation; and 4) they gave students regular feedback on their work and provided opportunities for students to correct their errors.

The importance of these four principles of teaching and learning can be observed throughout current research findings on teaching. Brophy (1982) has reviewed and summarized the recent educational research literature on effective instruction in elementary basic skills and drawn similar conclusions. It is through these principles that we have attempted to alter students' patterns of success during the first three weeks of the semester.

The first principle, that the teacher is *well-organized*, has the effect of defining expectations and course objectives for students. The well-organized teacher distributes a class syllabus; discusses course objectives, grading policies and requirements; discusses available college learning resources; and outlines the class attendance policy.

A key supposition underlying this research is the importance of early success for later success.

These practices leave little room for ambiguity in the students' minds. A high degree of organization provides the students with a clear sense of what is expected in the course and how to accomplish it.

Effective community college teachers express *positive regard* for their students and appear to have an interest in individual students. These teachers learn names, encourage questions (no matter how basic), ask students to introduce themselves to one another; they smile and consciously attempt to allay student anxiety. Brophy (1982) calls this a "supportive learning environment."

The third principle, emphasizing *student participation*, means that teachers encourage students to participate actively in the class by asking questions of the teachers and of themselves, by taking notes, by paying attention, and by reviewing before and after class. While application of this principle is mostly up to the student, teachers may set high levels of expectation for student participation and involvement. Student participation and involvement are clearly linked to successful performance and have received considerable attention from researchers (Bloom, 1976, for example).

The fourth and final successful teaching and learning principle is the use of *feedback and correctives* in the classroom. In this process, testing and reviewing are imbedded in the teacher's instruction. For example, tests, quizzes, or oral questions are used to assess students' knowledge and reviewing or reteaching follows the assesment. This principle, which Brophy (1982) calls "teaching to mastery," is common to effective instruction.

Recent quantitative analysis of the instructional importance and effects of participation and feedback/correctives found strong effects across all levels of schooling, socio-economic levels, races and community types (Lysakowski & Walberg, 1981, 1982). The twenty studies dealing with feedback and correctives showed that students instructed with increased feedback and correctives achieved better than all but seventeen percent of the students under control conditions. Similarly, the twenty-two studies dealing with participation showed that students in increased participation conditions achieved better than all but nineteen percent of students in control conditions.

Guskey and Easton (1983) found that very effective community college teachers spend considerable time before the beginning of the semester in planning, organizing, and setting goals. During

TABLE 1

Procedures to be Followed During the First Three Weeks

The teacher is well organized

- distribute syllabus, course outline, topic outline
- discuss grading policy and course requirements
- discuss learning resources (PLATO, library, audio-visual aids, teacher's office location and hours, campus administrators' names, tutoring and counseling availability)
- outline attendance policy (take roll at beginning of class, 10 minutes late is tardy)
- discuss course objectives of the first three weeks
- start class promptly

The teacher is student oriented

- allay anxiety and tension in the classroom
- appear relaxed, low-keyed; smile
- students introduce themselves to each other
- distribute and collect student data form

The teacher encourages student participation

- stress the importance of asking questions (no question is too simple)
- discuss student involvement checklist (see Table 2)
- assign students to three person study groups

The teacher provides feedback and correctives

- give two homework assignments using the following pattern: assign homework, correct homework errors, reassign the questions that students had trouble with in the next assignment
- give two sets of quizzes using the following pattern: administer form A of quiz, review common errors in class, use study group correctives and individual correctives, and retest errors on quiz form B

Miscellaneous

- teach easily achievable information during the first few classes
- give homework assignments due at the earliest possible date making sure that students who haven't bought the textbook yet can also do the homework

the first class, the effective teachers divide class time between reviewing course goals and procedures and setting a positive classroom atmosphere. Although research focused on the early part of the semester has been limited, it has produced a consistent set of findings regarding the importance of the initial class setting for ultimate success.

The correlational and observational research discussed above has discovered what techniques and practices are associated with good teachers. Can average teachers be trained in these techniques and become better? Other researchers (Guskey & Monsaas, 1979; Good & Grouws, 1979; Stallings, 1980) have successfully trained teachers to adapt teaching strategies that increase student achievement. This study applied the four principles discussed above during the first three weeks of the semester and assessed reactions of participating faculty. A key goal of this project was to develop a teaching strategy based on the practical experience of the teacher *plus* the systematically collected evidence of the researchers.

PROCEDURE

Seven teachers, recommended by the college's vice president for academic affairs, volunteered to participate in this study conducted at the Center for the Improvement of Teaching and Learning (CITL). Three of the teachers taught business courses, two mathematics courses, and two English/speech courses. All but one of the teachers had more than ten years of teaching experience; the average was 14 years. Two of the teachers were men, five women; four black and three white. In view of these characteristics (race, experience, and sex) the teachers are representative of their college faculty and of the City Colleges faculty as a whole.

The seven teachers and two CITL researchers met for two three-hour sessions prior to the beginning of the 1983 spring semester and planned specific activities to be used during the first three weeks of the semester. The researchers outlined the four general categories discussed earlier (well-organized teacher, student-oriented teacher, student participation, and feedback and correctives), suggested certain specific activities, then worked with the teachers to prepare lists of procedures to follow during the first three weeks. Table 1 presents an outline of the activities that the teachers and researchers agreed should be covered in the beginning of the semester. The researchers believed that these activities would apply the four underlining principles and the teachers thought that the activities could be accomplished with little difficulty. At the end of the planning sessions the teachers selected one class as a target for the special treatment.

Under normal conditions, teachers follow many of the procedures listed in Table 1, especially those in the "well organized" and "student oriented" categories. This study provided the participating teachers with the opportunity to use these procedures in a more consistent and systematic basis. In addition, this planning process allowed the teachers to think through the reasons and purposes for many of the activities that they follow routinely.

The participants in the study agreed that the feedback/corrective process was the major principle they would implement. They adapted their quizzes and homework assignments to become an integral part of this process, so that students could use quiz and homework results to guide their stud-

TABLE 2
Student Involvement Checklist

Read the following sentences and check the response that best describes how you behave in this class.

Use these responses:

Always	Sometimes	Not Often	Never

When I have trouble understanding something I ask the teacher about it.

I dig into my textbook when I am uncertain about something.

I seek tutorial help when I need it.

I try to answer the teacher's questions in my mind, and think about why my answer is right or wrong.

I pay attention during class, even when things get pretty dull.

I raise my hand in order to answer the teacher's questions.

I take notes in class and review my notes and assignments before going to class.

I come to class everyday on time and I get to work very quickly.

College students who receive high grades have learned ways to get involved in their work, and can respond "always" or "sometimes" to most of these questions. Paying attention, asking questions, taking notes, and seeking help when needed are all linked to better achievement.

Previous research has shown that the principles in the plan improve student performance and sense of success.

ies and would correct errors detected there before continuing to new material. In the case of homework assignments, the teachers and students would review the questions that posed difficulties and then check student progress on these questions by reassigning similar problems in the next homework assignment. Similarly, the teachers and students would review quiz questions that students had trouble with, and after students had several opportunities for reviewing, they would be retested on a second, parallel quiz. One goal of the feedback/corrective process was to give all students several chances to attain academic success in the early part of the semester.

The teachers and researchers also chose to emphasize student involvement and participation in the classroom as a process essential to student success. The major vehicle for encouraging greater involvement on the part of students was an eight-item, self-assessment checklist (see Table 2) that covers areas such as asking questions, seeking help, paying attention, and taking notes. The teachers planned to administer this questionnaire as a teaching tool during the first and third weeks of the semester and to discuss the importance of these skills and their relationship to success with the students. The students were told to refer continually to the questionnaire and the proper involvement skills in order to improve their own habits.

RESULTS

In this pilot study, a set of teaching practices were developed to be applied during the early weeks of a college semester. The results presented here are based on interviews and questionnaires for teachers. The study did not include classroom observation, the analysis of achievement outcomes between control and experimental classes, or any measures of student affect. We propose carefully designed follow-up studies that can detect the effects of this treatment on student achievement, student affect, and teacher satisfaction. This current data should be used in a formative manner to suggest areas where this treatment can be improved.

The teacher evaluations included both informal interviews and telephone conversations during the first three weeks of the semester plus a follow-up summative questionnaire at the end of the semester. The early data showed that the teachers had difficulty covering all of the material included in the plan in so short a period of time, yet they were very enthusiastic about the plan on the whole. One teacher found that he needed more help with atmosphere and climate setting techniques; another teacher requested more assistance in planning course objectives and a class outline while others thought that they needed more help with giving students useful feedback and correctives. The teachers also had to cope with the usual uncontrollable problems: lack of books, schedule changes, and tardiness and late arrival. In spite of lack of time and these difficulties, the teachers were favorable to the plan during the early part of the semester.

Toward the end of the semester the participants completed an evaluation form that consisted of 28 short-answer items corresponding to the activities (and their subparts) listed in Table 1, plus six essay type questions asking the teachers to make comments and give suggestions for improvement. They responded very favorably to the project. The overall rating for all activities on a scale from 5.0 (extremely useful) to 1.0 (useless) was very nearly equal to the highest possible rating (4.75). Seven of the items had average ratings between 3.0 and 4.0 and the remaining twenty-one items had ratings greater than 4.0.

Teacher written responses were equally positive, for example:

> ... the class seemed receptive to the suggested schedule and study activities, and more relaxed, as opposed to threatened by the course.
>
> ... I believe that the students got to know each other better, developed better study habits, and did more homework.
>
> ... the activities caused more student interaction.
>
> ... students asked questions when unsure...students were relaxed and friendly with each other.

The most frequently cited criticism of the project was that more time is needed in the first few class meetings to accomplish all the proposed activities.

DISCUSSION AND RECOMMENDATIONS

The aims of this study were to combine teacher and researcher expertise to design and implement

a treatment to increase student success at the beginning of the semester and to assess reaction to this treatment. The participants in the project developed a plan that includes components to help teachers be better organized, be "student oriented," encourage student participation, and provide feedback and correctives. Seven teachers from three departments in one college at the City Colleges of Chicago helped to develop and test the plan, and provide strong support for the plan. All teachers believed that the strategies were valuable and that they had positive impact on students.

Given the non-experimental design of the study, it is impossible to measure the specific impact of these activities used at the beginning of the semester. Yet, inferences can be drawn concerning the importance of the early weeks of the semester and this pilot study in particular. First, the consistently high ratings by the teachers lend credence to the importance of focusing in the start of the semester. All of the teachers agreed to the importance of the overall plan and the positive effect on the students involved.

The teachers did note that more training is necessary in order to plan adequately for the first weeks. The teachers believed that they needed more time in the areas of preparing course objectives and in using quizzes and homework assignments to provide students with feedback and then correctives. Second, the teachers felt that the plan should be fine-tuned so that it did not require so much class time. Finally, teachers and researchers agreed that future studies of this topic should include classroom observation and a more highly controlled research design.

Given the foregoing discussion, we recommend the expansion of research focusing on the early part of a semester. Future studies should pre-test any strategy to be implemented to ensure that enough time is available to cover all important topics. A shorter version of the treatment utilized in this study would be ideal. Any study should be carefully designed with appropriate experimental and control groups to measure the impact of the intervention. Ultimately, some comparisons of student outcomes (achievement and retention rate) must be made. Evaluation of the treatment should also involve some measures of student affect. In addition, classroom observations to determine the degree to which teachers actually implement the plan, as well as the level of attentiveness of students, should be part of the research design.

We also believe that more attention must be given to training teacher participants in the proper use of feedback and correctives. A key supposition underlying this research is the importance of early success. This strategy for increasing early success requires the most efficient feedback and corrective method possible. One possible alternative to the present method would be to retest students on the parallel quizzes only on material missed on the first test. This would maximize opportunity for student improvement.

REFERENCES

Bloom, B. S. *Human characteristics and school learning.* New York: McGraw-Hill Book Company, 1976.

Brophy, J. E. Successful teaching strategies for the inner city child. *Phi Delta Kappan*, 1982, *64*, 527-530.

Emmer, E. T., Evertson, C. M., & Anderson, L. M. Effective management at the beginning of the school year. *The Elementary School Journal*, 1982, *80*, 219-231.

Evertson, C. M., & Emmer, E. T. Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, 1982, *74*, 485-498.

Good, T. L., & Grouws, D. A. The Missouri mathematics effectiveness project: An experimental study in fourth grade classrooms. *Journal of Educational Psychology*, 1979, *71*, 355-362.

Guskey, T. R. & Easton, J. Q. The characteristics of very effective teachers in urban community colleges. *Community/Junior College Research Quarterly*, 1983, *7*, 265-274.

Guskey, T. R. & Monsaas, J. A. Mastery learning: A model for academic success in urban junior colleges. (*Research in Higher Education*, 1979, *11*, 263-274.

Lysakowski, R. S. & Walberg, H. J. Classroom reinforcement in relation to learning: A quantitative analysis. *Journal of Educational Research*, 1981, *75*, 69-77.

Lysakowski, R. S. & Walberg, H. J. Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. *American Educational Research Journal*, 1982, *89*, 559-578.

Moskowitz, G. & Hayman, J. L. Success strategies of inner-city teachers: A year long study. *Journal of Educational Research*, 1976, *69*, 283-289.

Stallings, J. Allocated academic learning time revisited, or beyond time-on-task. *Educational Researcher*, 1980, *9*, 11-20.

Waller, W. *The sociology of teaching.* New York: John Wiley and Sons, 1932.

Rick Ginsberg is an Assistant Professor at the University of New Orleans.

John Q. Easton is Director of Research in the Center for the Improvement of Teaching and Learning at City Colleges of Chicago.

Try inservice activities this easy, quick and inexpensive way!

Making Inservice Easy, Excellent, and Accessible

By JAMES L. RATCLIFF

IN MARCH OF THIS YEAR, sixty administrators and faculty members from ten Iowa and Nebraska community colleges spent an afternoon talking about strategic planning at their institutions. They talked about common sense planning approaches with Don Puyear, president of Central Virginia Community College and George Vaughan, president of Piedmont Virginia Community College. *No one* left campus to attend this meeting!

Also last March over 300 Iowa community college educators joined with their counterparts in Alaska, Colorado, California and Nevada to meet in the evening with Dr. Malcolm Knowles regarding the future of adult education. Again, the campuses of Iowa's community colleges

served as the locations for this staff development activity.

One more example from March. Three keynote sessions of the annual meeting of the American Association for Higher Education were presented *live* at each campus of Iowa's community and technical colleges. Presentations and discussion on technology transfer, education for the information society, and college management in an age of technology were delivered by audio teleconferencing, opening new avenues for staff, program and organizational renewal.

A number of powerful forces are working against the development of effective inservice and professional improvement programs at community colleges. These forces come at a time when institutional self-renewal is particularly important for the future of the college and its community. Low staff turn-over rates have resulted in fewer new persons with fresh ideas infusing the college professional staff. Low turn-over rates have also meant less staff opportunity for internal advancement, reducing personal incentives for improvement. Also, colleges often can no longer afford to bring consultants and outside resource people to campus. Staff development positions have been consolidated with other positions on some campuses in cost-saving efforts. Funds for travel to state and regional community college meetings have been greatly reduced by the twin forces of increases in transportation costs and declines in college revenues available for travel. Due to reduced or eliminated travel, there are now fewer opportunities for statewide or regional meetings of the instructors in common subject areas, such as sociology or chemistry. The reduction of contact between the college's professional staff and their colleagues in their fields of expertise augment the tendencies toward isolation and stagnation among the college staff. Fewer resources for inservice and staff development mean a reduction, or potentially, an elimination of professional improvement at many colleges.
tion, or potentially, an elimination of professional improvement at many colleges.

Some constituencies within the college have little opportunity for inservice education. These include: part-time faculty, professional staff on eleven- or twelve-month contracts, and members of the college board of trustees. Unless these programs are brought to the college, these groups have a problem accessing quality in-service of staff development programs. Smaller community colleges and rural community colleges also face special problems in providing quality inservice and staff development programs. Colleges located in urban centers have less cost and greater accessibility to consultants and outside resource people.

Today, there are an overwhelming number of forces mitigating against inservice and staff development in community colleges. Low turnover, budget reductions, problems of accessibility and travel, and geographic isolation from professional colleagues all are working to inhibit the continuous improvement of community college professionals. In the State of Iowa, these forces are being attacked with a new concept for staff, program and organizational development.

ACCELLERATED INFORMATION EXCHANGE

The concept is to use two-way audio telephone conferencing for part or all of an inservice program. The program can be as informal as a group of instructors meeting over the noon hour to share ideas to improve instruction. The program can be as formal as a graduate course in community college education. The central idea, however, is to make it easy, cheap and quick to *exchange information.* The idea is at the heart of the post-industrial "information society" as described by John Naibitt's *Megatrends* and Jean-Jacques Servan-Schreiber's *The World Challenge.* The idea is the accellerated transmission and decentralization of knowledge and education. Here's how it began:

Seven years ago, the Iowa Association of Community College Presidents (IACCP) installed a dedicated telephone network (the Telenetwork) tying together the major campuses of Iowa's fifteen community and technical colleges with its offices and those of the Iowa Department of Public Instruction. While some instructional programs were attempted over the Telenetwork, no sustained or organized educational programming effort emerged. The Telenetwork became largely used for administrative meetings, reducing time and travel costs.

Three years ago, the IACCP and the higher education program at Iowa State University began co-sponsoring inservice programs over the Telenetwork for board members and top-level administrators. The programs ran in the evenings for two hours. The format consisted of 15- to 30-minute guest presentations on such subjects as economic development, foundations, college marketing, and quality circles, followed by open discussion among board members and administrators. These programs ranged from 80 to 120 participants representing ten to fifteen of Iowa's community and technical colleges.

Teleconferencing allows your college to tap resources worldwide.

As interest in these programs grew, some community colleges in Nebraska, Illinois, Wisconsin and Minnesota joined in the session through a second telephone conferencing system, the Iowa Regents' University Telebridge. The higher education program at Iowa State University pioneered the linking and combining of the two teleconference systems, the Telenet and the Telebridge, to bring inservice and staff development programs to community colleges in the upper midwest. Linked together, the Telenet and Telebridge systems can bring staff, program and organizational development activities into each of the 15 public community colleges in Iowa plus up to 20 additional colleges outside the state.

Let's look at the first of these programs as an example of what can be done. ISU/IACCP teleconference inservice began in May 1981 by sponsoring a program, "Building Alliances with Business and Industry" featuring Larry Blake, state president of the North Carolina Department of Community Colleges. Over 90 persons, comprised of the members of the board and the administrative team in each Iowa college, entered into dialogue with Dr. Blake from the convenience of their own college board rooms. Also participating in this meeting was a representative of the Iowa Development Commission. The commission was interested in the program because Dr. Blake's presentation potentially could aid in the development of an Iowa model for training prospective employees of industries through the state's public community colleges.

Consider the time and resources saved by this meeting. One or two days would have been involved in bringing the presenter to a central Iowa location for a face-to-face meeting. The resources saved by teleconferencing enable ISU/IACCP inservice programs to increase the number attending. Teleconferencing also resulted in savings to the program audience. Each participant would have had to devote a day, instead of two hours, in order to attend this program. Each participant would have generated meals, lodging, and transportation charges which were saved by the teleconference format. Undoubtedly, a sizeable proportion of the participants would simply not have been able to attend this meeting if it were on a face-to-face basis.

EDUCATIONAL PROGRAMMING STIMULATED

In addition to the Telenet and Telebridge inservice programs, IACCP and the higher education program at Iowa State University teamed up to explore ways in which educational programming could be adapted and stimulated over the Telenetwork. Administrative and curricular guidelines were researched, discussed and explored, since each of Iowa's fifteen community college boards independently establish the tuition charged and the courses offered. Some basis for consortial planning and cooperation was needed. Some way to plan, promote and pay for the Telenetwork as an educational tool needed to be established. Some means for preparing instructors to teach over the Telenetwork as an educational tool needed to be established. Some means for preparing instructors to teach over the Telenetwork needed formulation.

In June 1982 the Iowa Valley Community College District proposed that the community college adult education directors each develop one course to be presented and shared over the Telenetwork. Each college would bear the cost of developing one program—and, in return, that college would receive the programs developed by the other fourteen Iowa area colleges at no cost. Each college would decide on what fees to charge within its district. The Iowa Valley Community College District proposal also recommended (and IACCP approved!) that each college contribute to the cost of hiring a coordinator of educational programming for the Telenetwork. Cost recovery would be achieved through fees charged by each college for community college courses and programs and by selling time on the Telenetwork to outside users.

One of those "outside users" was the higher education program at Iowa State University.

Since 1981, ISU higher education has offered graduate courses over the Telenetwork to interested community college administrators and faculty. Every revenue-generating activity sponsored by ISU in turn generated revenue and cost-recovery for the Telenetwork system. Courses provided over the Telenetwork ranged from basics, such as "The Comprehensive Community College," to current issues, such as "Student Retention Strategies." Instead of requiring hours of college release time and commuting time for staff to participate in a community college education course, ISU provides faculty and administrators with a menu of offerings available on *each* of their campuses, on a *regular and planned* basis, during the work day or the evening. Through teleconferencing, educational programming has been decentralized and made accessible.

Not all ideas can be taught, not all information can be learned best via audio teleconferencing. The ISU higher education course, "College Personnel Policies and Practices," contains a simulation of the collective bargaining process. There is no way the dynamics of the bargaining table can be portrayed fully over the telephone. The example illustrates an important point. Courses, inservice activities, and meetings can be (and are) divided into those parts that are best handled by teleconference and those best handled in a workshop. And that is how the simulation activity is arranged. Most class sessions are over the Telenetwork, but the bargaining simulation occurs in workshops held in a central location.

Many of the conferences and workshops we all attend are devoted to the spreading of new ideas and techniques. Much of the time is spent *talking about* an idea, rather than showing participants how to use the idea at their college. Such presentations can be made more cost-effective by teleconferencing. Neither the speaker nor the audience need to spend valuable time and resources in travel. Exemplary programs also can be effectively discussed by teleconferencing as an example, through the telephone. Your college can easily tap into what a community college in Florida, California or New York is doing to improve student retention.

Teleconferencing, properly used, can not only be an easier and cheaper form of inservice—it can also be better. Talking on the telephone can be more intimate than in a conference room filled with people. As American Bell tells us, "Reach out and touch someone!" We have learned to talk in confidence over the telephone. Even though an inservice activity using teleconferencing may actually involve *more* people than a typical convention session might, persons participating are less reticent to make comments, ask questions, or engage in dialogue than they are in large group convention sessions.

Teleconferencing will never replace the face-to-face workshop, seminar or conference. It will never replace the human interaction, the social contact that comes with a convention or conference in a hub city. As John Naibitt points out in *Megatrends*, high tech creates a human interaction need—high touch. Teleconferencing will fail wherever it is used to *replace* those activities which most logically and logistically should have been face-to-face sessions. Teleconferencing can succeed, on the other hand, in creating an inservice activity where none would have been possible previously.

On Monday mornings, American Airlines conducts a meeting of its office managers worldwide using teleconferencing. American could put each of its managers on a plane and bring them together in a central location. Such a tactic would take days, of course. The Monday-morning meeting is not replacing face-to-face meetings of management; it is creating a new, *accellerated* form of communication. American chose two-way audio teleconferencing, not interactive television. Television is more costly and more place-bound to broadcasting studios.

Teleconferencing allows your college to tap resources worldwide. Wherever there is a telephone, there is a potential site for a resource person to join with your college staff in an inservice activity. The cost of a WATS telephone call is currently about two dollars. Many potential resource persons will gladly spend an hour of their time with your staff for little or no charge. Most colleges have some form of conference telephone. Reduce the barriers to inservice activities. Tap into the information society. Shorten the distance that a new idea has to travel in order to reach your college. Try inservice activities this easy, excellent, quick and inexpensive way.

REFERENCES

Naisbitt, John. *Megatrends: Ten New Directions for Transforming Our Lives.* New York: Warner Communications, 1982.

Servan-Schreiber, Jean-Jacques. *The World Challenge.* New York: Simon and Schuster, 1981.

James L. Ratcliff is an Associate Professor and Section Leader for Higher Education at Iowa State University, Ames, Iowa.

The author presents practical suggestions for university faculty planners to use in creating cooperation and reducing conflict.

Cooperation & Conflict in Planning Urban School-System/University Projects

By ROBERT W. MALOY

SEYMOUR SARASON (1982) has noted that school-system/university projects are not simply instances when universities promote change in schools, but occasions of institutional change for both organizations. Using Sarason's observation as a point of departure and the efforts of the University of Massachusetts at Amherst, School of Education, to plan staff development programs with urban school systems throughout Massachusetts as a frame of reference, this paper will examine certain factors responsible for promoting or hindering the planning of school-system/university projects. This author will draw upon the insights of social scientists who provide phenomenologically informed perspectives on social life (Sarason, 1982; Schutz, 1967; Weick, 1979). These writers argue the importance of examining the taken-for-granted, common-sense view of social actors as a way of describing and making more understandable everyday social activities.

In assessing the possibilities of school-system/university cooperation and conflict, this author proposes that planners may take for granted the notion that they share common reasons for collaforating without examining their goals to see if, in fact, they do. Lacking mutually examined perspectives, planners may find themselves unable to clearly articulate their projects to themselves or to others, hindering planning and development, weakening school/university ties, and short-circuiting the energy of the particular project.

REASONS FOR COLLABORATION

In 1974 with the pairing of the University's Amherst Campus and Boston English High School as part of a court-ordered desegregation of the Boston Public Schools, the School of Education began the planning of collaborative projects with urban school systems. Presently, the school is expanding its Boston project to include twenty more secondary schools, while developing other programs in the cities of Lawrence, Holyoke, Springfield, and Worcester. The goal in each instance has been to focus university off-campus graduate degree programs on school system needs for professional staff development and school improvement.

In Table 1, the inservice activities typically proposed for school/university collaborations by school system and university planners are rank ordered according to importance. The chart shows that activities proposed do not necessarily coincide. The differences clearly mapped in Table 1 are not always apparent to the planners of these projects. As this author shall argue, planners from both institutions may assume these differences to be non-existent, or, to the extent they are recognized, to be insignificant to the planning process.

How the project is viewed, or, what is obvious to and unrecognized by project planners, will determine significantly the presence of cooperation or conflict in the planning and development. However, before considering this crucial point, it is necessary to examine how and why urban school systems and the University School of Education collaborate with one another.

Urban school systems in Massachusetts are facing issues common among older cities in the northeastern United States: decreasing revenues; increasing enrollments of minortiy students; stable, predominantly non-minority teaching staffs, and the growing concerns about academic performance and poor-quality instruction in secondary schools. These issues, coupled with the impact of the state's tax-limiting legislation, Proposition 2-1/2, present urban systems with the need for

professional development of teachers and organizational improvement of schools.

Assistance from universities in areas of curriculum and program development, school administration, classroom management, and community relations can be an important component of school-system efforts to meet these needs. There is a school-system assumption that the presence of university personnel will enhance the credibility of its efforts. For the school administration, enhanced credibility can be translated into local political support from the school committee, the city government, and the minority community. University involvement may also increase support of such external groups as the state department of education or private funding sources.

University courses for credit may also serve as an incentive for teachers to participate in school-system sponsored activities. In Massachusetts, teachers and administrators move up the salary scale by acquiring additional graduate credits. An extension of this incentive, the opportunity for staff to earn additional graduate degrees in a university on-site degree program, may be viewed far less favorably by a school system. Additional degrees might provide the holder with greater professional mobility. If even a few school personnel leave the system after earning a degree in a university/school-system project, the program might be in the politically vulnerable position of being seen as encouraging movement of staff from the system. In terms of this paper, the important point is that the activities proposed by school systems for school/university projects typically reflect the realities of the situtation by planners in school systems.

TABLE 1

Levels of Importance Assigned to Inservice Activities by Urban School System and University Planners

	Urban School System	*School of Education*
Primary Importance	Professional Development Workshops	On-Site Graduate Degree Program
	Personal Development Workshops	Graduate Courses for Teachers
Secondary Importance	Graduate Courses for Teachers	Professional Development Workshops
	On-Site Graduate Degree Program	Personal Development Workshops

Inservice Activities

The reasons for collaboration are no less complex when the University School of Education is considered. The school is encountering issues similar to other schools, colleges, and departments of education in public universities: a shifting and declining student population, restricted budgets, and the continual need to define the institutional balance between teaching, research, and public service. Its response has been to increasingly emphasize off-campus graduate degree programs in school planning. Presently, off-campus programs of the University School of Education operate throughout the state of Massachusetts. Over 300 professionals, 30 percent of the school of education graduate population, and 67 percent of the university's total off-campus graduate activity, are served by these programs.

The overwhelming majority of these off-campus programs involve school systems. In each case, teachers and administrators are provided with credit courses and graduate degrees delivered on site by regular and adjunct faculty of the school of education. The opportunity for graduate courses, and even more significantly, a graduate degree program, represent a potential new market for the school of education's expanding outreach effort.

In publicly-funded universities, public service activities are significant. Assisting schools in meeting problems posed by changing school populations constitutes an important public service whether or not graduate courses are offered. The dilemma for school of education planners is finding a balance between public service activities and the more pressing issues of enrollments, budgets, and off-campus credit programs. As with school systems, university actions in the planning of school-system/university projects reflect the realities of the situation as perceived by university planners.

SOURCES OF CONFLICT

Sarason (1982), in reviewing the Rand Studies of Educational Change (Berman and McLaughlin, 1979), contends that it is the way in which the change process is conceptualized that is the key to the success or failure of the change effort. "You can have the most creative, compellingly valid, educationally productive idea in the world, but whether it can become embedded and sustained in a socially complex setting will be primarily a function of how you conceptualize the implementation-change process" (1982: 78).

Lacking mutually examined and understood perspectives, planners find themselves unable to clearly articulate their efforts to themselves or to others.

Sarason's comments help to illustrate how elaborately conceived projects, deemed important by planners from both urban schools and universities, become dominated by cooperation or conflict. The central question here is, do individuals involved in planning develop a clear picture of what it is they want to implement? Sarason's answer might be, "A how-to-do-it view effectively obscures a complex of how-to-think-about-it issues" (1982: 78)—meaning, without an understandable change process, projects will be unable to generate commitment to or momentum for change from among the people the project is intended to serve.

Planners of university/school-system projects are constantly struggling with the problem of how to provide inservice educational opportunities to school personnel. If they fail to reach agreement, they provide teachers, administrators, and aides with different, partial inservice models, and never communicate a clear conceptualization of the projects to staff in the schools. Accordingly, such projects do not gain the interest or the trust of the majority of school personnel.

It is crucial to realize that a clear conceptualizing of school-system/university projects by planners is not blocked by the fact that schools and universities have different reasons for collaboration. Rather, the central obstacle to cooperation, and the principal source of conflict, is that the divergent goals of the collaborating institutions remain continually unrecognized, unexamined, and unplanned for by planners.

The ideas of Karl Weick (1979) about the social psychology of organizing are relevant here. At the outset of an organizing process, he asserts, "There is no immediate requirement for a shared goal" (Weick, 1979: 92). He further proposes that the common view that groups or organizations are formed around common goals be replaced by the view that groups or organizations form first around common means. He adds, "In any potential collectivity, members have different interest, capabilities, preferences, and so forth. They want to accomplish different things. However, to achieve some of these diverse ends, concerted, interlocked actions are required" (Weick, 1979: 91). Applying Weick's view to planning school/university projects, the message is clear: planners need to recognize and state the potentially divergent interests of schools and universities, and then, to develop ways for both organizations to achieve such different objectives within the same activities of a collaborative project.

From a planning perspective, the means to achieve diverse ends is not developed if planners see themselves as working to further goals they assume the school system and the university have in common. These assumptions precede recognition that the school system and the university have different, and potentially competing, reasons for establishing a project. Consensus and commonality of interest become taken-for-granted components of the planning process. As Weick suggests, "All people in organizations have assumptions and things they take for granted, and all of those assumptions contain some hint of extent or pervasiveness in them" (1979: 52). In such cases, school and university planners will be unable to recognize the collision course they may be setting for themselves.

UNIVERSITY FACULTY DEVELOPMENT

What might some practical applications of Sarason, Schutz, and Weick's phenomenological perspectives be for university faculty involved in planning collaborations between their institutions and urban school systems? This author would propose the following for use in creating cooperation and reducing conflict in the motives and priorities of planners. These ideas may apply to settings other than those discussed in this paper, such as university partnerships with other universities, school/private-industry projects, or joint education/government initiatives.

(1) University faculty must recognize that key interests and motivators of all collaborating

parties are situational and contingent, and therefore, rarely clear and simple. Collaboration is an occasion of multiple, rather than mutual, realities with potential differences existing not only between, but within, collaborating institutions.

Some planners are assigned, willingly or unwillingly; some assume they ought to be involved; others choose to participate. Since collaborations are rarely planned by one or two people, the assumptions of planners form a complex array of interconnected points of view which affect how planning will proceed. To promote cooperation, university faculty must work to clarify all viewpoints and interests, including their own.

(2) At the earliest stages of collaboration, after having thoroughly examined their own realities, university faculty must honestly identify and clearly state their key interests and motivators, insisting that planners from other institutions do the same. Without clear statements at the initiation of a collaboration, the prospects of conflict arising from unstated differences and unrecognized cross-purposes are maximized.

(3) University faculty, realizing that they cannot be "outside experts" for a process of collaboration in which they are immersed, must play a leadership role in deciphering and assembling the many institutional and individual assumptions and goals into clear and mutually agreed upon projects. A written planning compact signed by all parties outlining the proposed goals and means of collaborating, and scheduling periodic opportunities for reassessing and revising those, is most helpful. Checking just how closely what is actually happening against what is expected to happen is important to reducing conflict before cooperation becomes endangered.

(4) University faculty must play a leadership role in managing ambiguity in planning. Weick (1979) argues that ambiguity, defined as the absence of clear and accepted policies and procedures, may positively or negatively affect successful outcomes. Ambiguity is most negative when it surrounds procedures and agendas, but more benign when applied to issues such as short-term or long-term goals, he contends.

Weick's ideas suggest that not all aspects of school/university collaborations should be made clear during initial stages of planning. For example, clarity concerning specific planning responsibilities or agendas may avoid confusion and conflict where school and university interests and motivators differ, while at the same time, intentional ambiguity about short-term/long-term goals may allow planners to resolve potential differences before conflicting commitments or project models are in place. Successfully orchestrating a balance between ambiguity and clarity is another key to reducing conflict and developing cooperation.

CONCLUSION

The features of cooperation and conflict outlined in this paper are embedded in the day-to-day complexities and urgencies of planning and organizing urban school-system/university collaborations within extremely tight time lines. Planners, wrestling with the need to arrange activities and searching for ways to do so, do not always, in their planning, make explicit what I believe are implicit features of their activities. In designing projects, they may engage in ongoing, fluid, and highly complex interactions from unrecognized cross-purposes. They, in Garfinkel's terms, "avoid the very situations in which they might learn about them" (1967: 70). In such cases, the result will be an unclear formulation of what the project is supposed to be—a school-system professional-development program, a university off-campus graduate program, or some combination of the above. However, the diverse goals of an urban school-system/university collaboration, which can be a stumbling block, may be transformed into a major strength when implicit goals are made explicit. Then, school system and university planners understand each other and their tasks differently, and cooperation, rather than conflict, may dominate.

REFERENCES

Berman, P., and McLaughlin, M.W. *Federal Programs Supporting Educational Change. Volume VII: Implementing and Sustaining Innovations.* Santa Monica, California: Rand Corporation, 1978.

Garfinkel, Harold. *Studies in Ethnomethodology.* Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Sarason, Seymour B. *The Culture of the School and the Problem of Change.* Boston, Massachusetts: Allyn and Bacon, 1982.

Schutz, Alfred. *The Phenomenology of the Social World.* Evanston, Illinois: Northwestern University Press, 1967.

Weick, Karl. *The Social Psychology of Organizing.* New York: Addison Wesley, 1979.

Robert W. Maloy is a member of the professional staff of the Division of Continuing Education and Manager of Continuing Education Programs for the University of Massachusetts at Amherst School of Education. He is also an Adjunct Assistant Professor in the school working with the Staff Development and Human Services Programs.

Awarding Faculty Merit Based on Higher-Level Needs

For merit to succeed, certain levels of basic needs first must be satisfied.

By HANS ANDREWS & WILLIAM MARZANO

AVERAGE PERFORMANCE FACULTY people can control, weaken, and destroy highly motivated faculty if the "group process" operates in an institutional climate that is void of a recognition process. However, an institution that fosters the motivation of outstanding faculty efforts through formal recognition, merit, and public awareness of such efforts makes it difficult for the "average performance" persons to force regression back towards the mean. Recognition can thus be used to keep outstanding faculty out in a position of leadership. It can also provide the motivation for more faculty to try to move away from an average performance.

It is our contention that a recognition process should evolve out of a strong, objective faculty evaluation system (Andrews and Marzano, 1983). Such a system will negate much of the fear of faculty, faculty unions, and others who fear favoritism on the part of administrators and boards of control.

There is little question that a verbal stampede is on to propose a multitude of merit programs in the field of education. For merit programs to meet the *test of time* they should be based on a *philosophical commitment* to accomplish some *educational objectives* that will benefit the institution in which the awards are made. The rush by legislators to pass legislation for merit pay before institutions, faculty unions, administrators, and boards of control have had adequate time to work toward an *individual* institutional posture on merit usurps the prerogatives of the educational community. Furthermore, these federal and state legislative responses are coming faster than the restoration of financial integrity to the school systems that have been continually cut back in their governmental support over the past decade.

Government, administration, and faculty (in the form of their union or other faculty organization) would do well to *understand merit from the basic human need hierarchy of Maslow and the motivation-hygiene theory of Herzberg.* Agreement needs to be reached by legislators, management, and unions or other faculty groups in order to develop meaningful merit reward systems around the higher needs of faculty members.

THEORY OF MOTIVATION

Despite decades of theorizing and empirical investigation, the concept of motivation still remains somewhat elusive and controversial. On the most practical level, a major concern is to identify the conditions that enhance and promote motivation to impel individual efforts towards excellence. Theorists of the school of behaviorism emphasize the importance of external rewards to shape and reinforce higher levels of performance. On the other hand, theorists of the "Human Potential Movement," such as Abraham Maslow, perceive motivation as essentially an internal force (Maslow, 1954). More specifically, Maslow identified the "need for self-actualization" as the internal desire to strive to be the best that one can be.

In any work setting, there is a concern for workers to strive for productivity and excellence. As our society faces the challenges of the present economic transition, this concern for excellence has become ever more prominent. What can corporations, business, and educational institutions do to fuel the fires of productivity and individual excellence? Following Maslow's theory of the hierarchy of human needs, certain levels of basic needs must first be satisfied before attention can

A strong evaluation system should also force mediocre and inadequate faculty performances into a reversal or into a movement towards dismissal.

be focused on excellence and self-actualization. Basic survival, in terms of adequate pay to secure the essentials of living, is the most primary concern of the worker. Following that satisfaction, a level of job security and safety are essential. Next, the worker seeks to establish a congenial work group and develop a sense of being needed. Only when these *basic levels are first adequately satisfied and secured*, can the worker then be free to strive for higher-level needs, such as esteem, recognition, and self-actualization.

Similarly, Herzberg has examined worker motivation as involving different levels. In his "Motivation-Hygiene" theory, he proposed that there are two sets of factors that influence worker morale (Herzberg, 1966). First, there are "hygiene" factors that encompass various dimensions of the general work environment, such as (1) pay, (2) working conditions, (3) relations with co-workers, (4) competence of supervisors, and (5) company policies. These hygiene factors correspond closely to Maslow's lower levels and must be adequately met to prevent worker dissatisfaction. Adequate hygiene considerations, however, are necessary but not sufficient conditions to unleash worker motivation. To tap and promote true internal motivation, Herzberg insisted that "motivation" factors must be satisfied. This set includes (1) achievement; (2) responsibility or autonomy; (3) recognition; (4) opportunities for advancement; and (5) enjoyable and challenging work-assignments. These motivation factors roughly correspond to Maslow's higher-level needs.

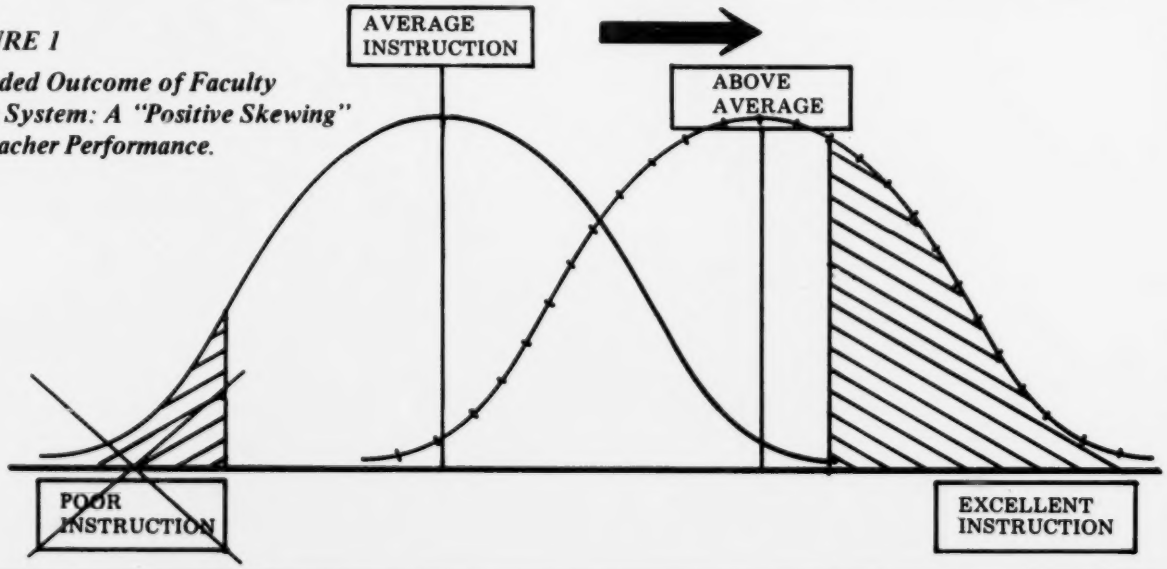
Steinmetz has recognized the correspondence between these two theories. Both theories propose a *two-stage approach* to motivation: (1) first adequately secure basic levels of human needs, which allow freedom then to (2) tap the higher-level needs that unleash greater productivity and the striving for excellence (Steinmetz, 1978).

Following this prescription, an institution of higher education must *first provide* for adequate hygiene factors. But then to foster greater individual motivation towards excellence, conditions must be developed to provide satisfaction of higher-level needs. Both Maslow and Herzberg identified esteem or recognition as an important motivation factor. An institution that seeks to identify, formally recognize and reward excellence is creating at least one important condition to foster and promote motivation.

Faculty merit pay systems essentially attempt to foster these conditions. Such reward systems should evolve from hard work and exceptional efforts on the part of *individual* faculty. These efforts should be forced to the forefront through

FIGURE 1

Intended Outcome of Faculty Merit System: A "Positive Skewing" of Teacher Performance.



a well-organized and meaningful evaluation system that is objective in its approach. Such a system should also force mediocre and inadequate faculty performances into a reversal or into a movement towards dismissal.

IMPLEMENTING A SYSTEM

There can be a giant evolutionary leap forward when merit systems reward the "higher-level" needs that presently "go wanting" for many faculty members in the higher education system of the United States. The impact of porposed merit systems can do much to keep the merited faculty members from being pulled back towards the mean or average level of teaching performance that "basic-needs" reward systems presently foster by ignoring superior ability and excellence.

Cooperation between administration and faculty is necessary to develop and implement meaningful merit systems. Both parties need to understand merit from the theoretical framework outlined above. When such agreement is reached, the administration and the faculty (in terms of their union or other faculty organization) can develop viable reward systems based on the higher-level needs of esteem and recognition as motivational factors for obtaining and maintaining quality performance. Unions and faculty organizations can and will play a vital role by moving to expand the present reward systems beyond the standardized "bread-and-butter" or "basic-needs" orientation typically emphasized in contractual agreements.

When such cooperation and progress is achieved, truly a major breakthrough will be made on those campuses. The overall intended impact of faculty merit systems should be to pull the normal distribution of faculty performance and the inherent tendency of "regression towards the mean" into a "positive skew." An overall improvement in faculty performance would enable an institution to more fully realize its mission of providing quality instruction and service to its students and community.

Although it may be agreed that a faculty merit system must move beyond the traditional lock-step approach of a salary schedule, the actual development and implementation of a system involves several potentially controversial considerations. First, criteria for outstanding job performances must be identified and agreed upon. Secondly, a fair, objective and effective system of evaluating those job performances must be developed (Cheshire and Hagemeyer, 1981). Next, the actual reward must be stipulated. Merit awards can range from fixed monetary amounts, such as $500, to variable amounts calculated as a percentage of the faculty member's base salary (Selden, 1978). Finally, how many faculty members are eligible for merit pay in a given year must also be specified. Again, this specification can range from a fixed number such as only one faculty member from each academic division, to a variable number contingent upon all those who meet the criteria in the given time frame (Bowers and Brender, 1982).

All these dimensions of faculty merit systems are exceedingly complex. Given the unique nature of each higher education institution in the United States, it would be naive to propose a single merit system applicable to all colleges. Instead, each institution must come to grips with these difficult issues in relation to its own unique circumstances.

As higher education grapples with the concept of merit pay, it is crucial to acknowledge this unique variation and identify the elements of particular merit systems that work best under certain circumstances.

REFERENCES

Andrews, Hans A. and Marzano, William A.; "Expecting Excellent and Rewarding It: A Case for a Comprehensive Faculty Evaluation System;" accepted for publication by the *Community and Junior College Journal* (to appear in the December, 1983/January, 1984 issue).

Bowers, Robert G. and Brender, Robert L.; "A Faculty Salary System That Works;" *Community and Junior College Journal*, 52: (May, 1982) pp. 32-35.

Cheshire, Nancy and Hagenmeyer, Richard H.; "Evaluating Job Performance:" *Community and Junior College Journal*, 52: (December, 1981/January, 1982) pp. 34-37.

Herzberg, Frederick; *Work and the Nature of Man;* Cleveland and New York: The World Publishing Company, 1966.

Maslow, A. H.; *Motivation and Personality;* New York: Harper & Row, Publishers, 1954.

Selden, David; "Faculty Bargaining and Merit Pay: Can They Co-Exist?;" *Chronicle of Higher Education*, 17: (October 30, 1978) p. 32.

Steinmetz, Lawrence L.; *Human Relations: People and Work;* New York; Harper & Row Publishers, 1979.

Dr. Hans A. Andrews is Dean of Instruction of Illinois Valley Community College in Oglesby, Illinois.

William Marzano is a full-time psychology instructor at Illinois Valley Community College and a doctoral candidate at Illinois State University.

CASEBOOK

Is your institution guilty of oversell?

Many factors make today's students willing to file legal charges when institutions don't deliver on their promises or when they oversell their programs, services, or personnel.

By HILDA F. OWENS

Concerns growing out of the Civil Rights Movement, the Vietnam War, Watergate, and the Consumer Movement have left an indelible imprint on the character of higher education. Many prevailing assumptions prior to the 1960s have given way to different assumptions about education: going to college has become more of a right than a privilege; students in most cases are now legal adults who do not seem to want or need the earlier "paternalistic" institutional relationship; the student enrollment on most campuses now includes many more older and more pragmatic students who have their own agenda for going to college; basic Constitutional rights of citizens that had previously been "waived" by students are now routinely provided; a more cautious and suspicious attitude toward decisions by authority figures is evidenced; the willingness to question actions and motives has led to a more litigious student body; the contractual relationship for students at both private and public colleges and universities has been enhanced; and the importance of education to students has resulted in the application of many general consumer issues to education.

The increasing proportion of the case law in higher education related to consumer and contract matters is worthy of note. Increased emphasis, sometimes with a life or death intensity, on recruitment and retention efforts has led to more questions about the cost and quality of the educational experience, admission and suspension criteria and procedures, and the ability of an institution to deliver on its promises made through its catalog, other promotional materials, and by its personnel. Terms often used to describe some of those concerns are "consumer abuse," "fraud and misrepresentation," "unfair practice," and "educational malpractice."

Numerous cases have now been decided that give practitioners some direction and point out the importance of this educational issue. Among matters litigated include the institution's failure to keep contractual agreements, changes in the terms of the contract without mutual consent or the reserved right to do so, fraudulent representation to induce enrollment, unfair refund practices, failure to provide promised courses or other services, the quality of instruction and academic advising, questionable grading practices, etc. Two cases illustrate this point.

In a community college case (1979), Dizick alleged that his enrollment in a one-year welding technology program at the college was based on his reliance on representation made in the college catalogue and on statements made to him by the dean. He further contended that courses promised were not provided, certain machines and materials that were to be used in instruction were not made available, and the one-year program was inadequate to prepare him for employment in Oregon's welding market as he had been told.

Had Dizick been fraudulently induced to enroll in the college? A jury decided in his favor and awarded him $125,000. The trial judge, however, denied the award and entered a judgement in favor of the college since the college as a state agency was immune from tort liability for the alleged misrepresentations. The student appealed the decision to the Oregon Supreme Court, and the Supreme Court later held that the promises made by officials of the college were not an exercise of a "discretionary function" and therefore immunity from liability from these charges under the Oregon Tort Claims Act was not applicable.

In a more recent case against the American University of the Caribbean Medical School (1982), a student from New York had withdrawn from the university after having been enrolled for about a month. He alleged that the institution had falsely represented various library resources, instructional materials, and other support facilities which were important to his studies. He further alleged that their promotional materials pictured a local hospital

in a manner that gave him as a prospective student the impression that students would be able to use the hospital; he found, however, that students were not able to use it. He also charged that the university did not start its classes on the date stated by them and the number of faculty was less than one-half of the number represented by them.

Was American University of the Caribbean guilty of fraudulently misrepresenting their offerings to the prospective student? The court was convinced that the university had indeed fraudulently misrepresented their offerings to Idrees. The institution claimed that the changes were beyond their control. The court, however, concluded that, if that were in fact so, the institution had not notified the student of those changes which if known by him might have affected his decision to enroll. The court awarded damages in the amount of $8,371.88. This amount included the cost of his tuition, inscription fee, round trip air fare between New York and Montserrat which is in the British West Indies, plus interest and attorney's fees.

It is becoming increasingly clear that even at a time when there is much pressure to enhance enrollment, an institution must be conscious of the student consumer's rights as well as their own. Many factors make today's students willing to file legal charges when institutions don't deliver on their promises or when they oversell their institution, its programs, its services, or its personnel.

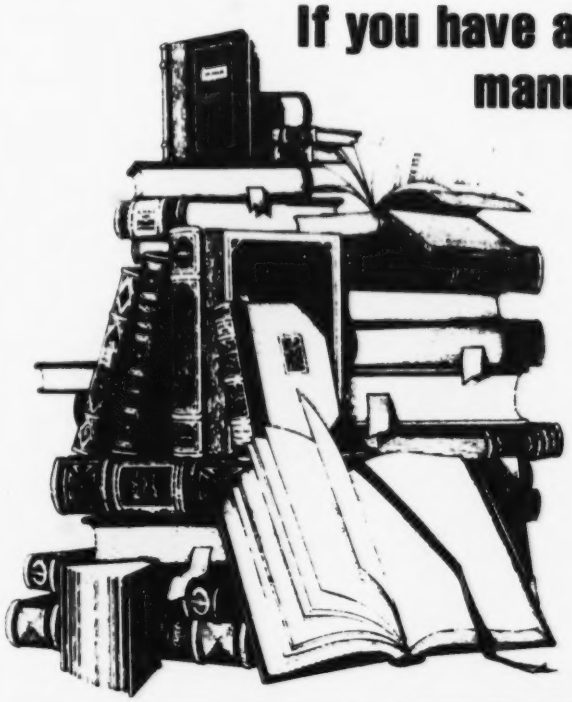
REFERENCES

Dizick v. Umpqua Community College, 599 P.2d 444, Supreme Court of Oregon, 1979.

Idrees v. American University of the Caribbean, 546 F.Supp. 1342, United States District Court, S.D. New York, 1982.

*Information in this column is provided for general information and consideration and is not provided as legal advice. The reader is encouraged to seek the advice of an attorney regarding questions about specific situations at a particular institution and in a given state.

Hilda F. Owens, Ph.D., is an Educational Consultant, Educational Consultant Services, 346 Rutledge Place, Columbia, S.C. 29210. Phone: (803) 798-2784. Please contact her for questions or suggestions related to this column. □



If you have an unpublished, book-length manuscript dealing with higher education administration, we'd like to see it.

Perhaps it's something you've been working on alone, or with friends, or that the organization you represent has sponsored . . . in any event, if your manuscript deals with improving institutions of higher education, we'd like to review it for possible publication. We are specifically interested in the following subject fields:

- Faculty and Staff Development
- Administrative Development
- Program Evaluation
- Organization Development
- Resource Development
- Nonprofit Marketing
- Recruitment and Retention in Higher Education

If you like, send a list of chapters and one complete chapter, or write or call for more details:

FORUM PRESS INC.

P.O. Box 876
Stillwater, OK 74076
405-372-6158

A Practical Handbook for College Teachers

Even your best teachers, even the faculty/instructional developers, will find something here that is fresh and beneficial.

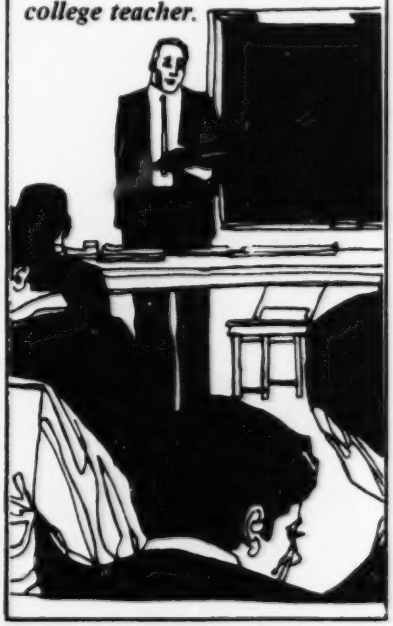
By MARY LYNN CROW

Writing with the goal of providing a fresh approach to the concerns college teachers face in the 1980s, Barbara Schneider Fuhrmann (Virginia Commonwealth University) and Anthony F. Grasha (University of Cincinnati) have created a rich blend of activities and techniques to complement their presentation of instructional theory and research. Their 315-page hardback book is unique in that the traditional topics are covered (like testing, grading, using media, leading discussions) in addition to a plethora of non-traditional topics such as the evolutionary history of higher education, and the role of personal values and belief systems in teaching.

Each of the 11 chapters includes a summary as well as extremely helpful tables that detail practical, everyday implications of the chapter material, questionnaires for the teacher, student instruments, and planning activities. The authors have provided an ongoing bridge to take the reader from theories and concepts to ways that allow you to translate these directly into practical classroom applications. Numerous examples are provided about how the concepts have been successfully employed by others.

The first chapter, dealing with the evolution of college teaching, includes a description of higher education from the colonial period in 1600 through the 20th century. Did you know, for example, that the following beliefs were commonly held during the colonial period: the classroom learning process is often a battle between the students and the instructor; student learning is facilitated when the students are highly dependent on the instructor for information; our capability to think logically and rationally is enhanced by courses in mathematics, ancient languages, and philosophy; and students are basically lazy and need to be goaded into learning?

This book is almost a workbook for the college teacher.



In the 19th century, many changes had taken place in educational beliefs such as: teachers can learn from their students; a college education should prepare people to assume a job; colleges should teach courses that are practical and popular; and rote memory should not be emphasized in college. In the 20th century, popular educational beliefs include: self-awareness is an important part of what students should learn in college; learning proceeds best if students are taught in small, discrete steps and rewarded after each step; students should alternate course work with job experiences related to their major field of study; and teachers should be less directive and act more as facilitators of students' learning.

For everyone who wonders what college teachers believe today and how these beliefs developed over time, this chapter is an eye-opener. The chapter concludes with a look toward the future of higher education and suggests 14 general educational practices for the future including: students should be taught to understand their investment in the future; classroom practices need to become more bound to the research data on human learning; teachers should use more of the advances in computers, video recorders, and other new technologies as part of their classroom methods;

and the values that underlie our disciplines need to be discussed as part of classroom learning.

Chapter 2 is called "The Role of Personal Values in Teaching." Because values represent the beliefs and assumptions that affect our teaching behaviors, Fuhrmann and Grasha contend, teachers ought to examine them carefully. Teachers are also encouraged to consider how much congruence there is between their values and their behavior in the classroom and with students. Exercises and activities are provided to help the teacher identify values and to determine their influence on teaching.

Chapters 3 and 4 present different approaches to understanding human behavior and examine what these approaches say about how people learn. Although this reviewer disagrees somewhat with the organization and some of their minor conclusions (for example: "An eclectic approach is desirable to work through the complexity of human learning." p. 64), it seems essential that both experienced and inexperienced college teachers be exposed to basic learning theory and the instructional practices that ensue from the different theories. The authors cite three: cognitive theorists (who are concerned with how sensory input is transformed, reduced, elaborated, stored, recovered, and used); behavioristic theorists (who strike a balance between the role of external stimuli and our ability to use our thoughts to control our actions); and humanistic theorists (who believe that within a supportive environment the tendency toward self-actualization is the primary force to motivate learning). The authors provide excellent practical examples of how to implement the theories. An appreciated bonus: the components of a point contract system for grading, and of an activity contract system.

Chapter 5 deals with student styles and teaching styles and includes among other models, two devised by the authors: the Grasha-Riechmann model and the Fuhrmann-Jacobs model. This chapter is excellent. It includes in one place, all that information that most of us have to search our shelves and file cabinets for when a faculty member asks us for information or assistance.

Chapter 6, "Getting Students Involved in the Classroom," covers the teacher's personal constraints and irrational beliefs, one-way *vs* two-way communication, classroom group processes, and leadership styles. It concludes with a helpful checklist for diagnosing participation problems in a classroom.

Ways to evaluate students, to assess your own instructional effectiveness and to use media in the classroom are covered in chapters 7, 8, and 9. Although these three areas would be considered traditional topics for this type of book, the areas are covered with a fresh approach and with many helpful and original examples and techniques. There is, for example, an excellent list of errors to avoid when assigning course grades, and a three-page list of the advantages and disadvantages of various media.

Chapter 10 was written to help an instructor select alternative course designs. Three planning processes for thinking about course design and redesign are presented and explored: a design based on an analysis of instructor and student skills, a design based on creative thinking techniques, and a design based on theories of human development.

The final chapter presents suggestions for a process that can help a teacher define effective teaching. Fuhrmann and Grasha say that, typically, teachers attempt to define it by using someone's personal viewpoint, or a quantitative approach, or by basing the answer on learning theories. All three approaches either assume that there are common ideal characteristics of effective teachers or they list particular skills and abilities of a prototype good teacher. The authors suggest an alternative approach--that good teaching takes many forms, and that each of us must perform a personal analysis of what we want to accomplish in the classroom and the methods we believe are the best to use. The planning process they endorse includes: developing teaching-learning assumptions; linking your assumptions to classroom methods, processes and procedures; determining and assessing the outcomes of your instruction; and collaborating with other people on your teaching plans.

Although solidly based on the best available theory and research, the book is almost a workbook for a college teacher. I recommend it both as a textbook in courses for teaching assistants, and as suggested reading for regular and adjunct teaching faculty. Even your best teachers, even the faculty/instructional developers, will find something here that is fresh and beneficial.

Mary Lynn Crow is Director of the Faculty Development Resource Center at the University of Texas at Arlington. *A Practical Handbook for College Teachers* is published by Little, Brown and Company, copyright 1983, Boston.

RESOURCES

The National Institute for Staff and Organizational Development

Encouraging the celebration of excellence in teaching and learning and supporting the pursuit of excellence in higher education.

NISOD joins other organizations and individuals in extending warm wishes to the *Journal of Staff, Program, and Organization Development* for a long and productive tenure in publication. Just as the *Journal* began publication in order to address identified needs in the wide field of staff, program, and organizational development, various other resources have been developed to respond to other needs in the same field. One of these resources is the National Institute for Staff and Organizational Development (NISOD) at The University of Texas at Austin.

Initial grants from the W.K. Kellogg Foundation and the Fund for the Improvement of Postsecondary Education created the means by which NISOD grew out of the research and development activities of the Program in Community College Education, a graduate leadership program in the College of Education at The University of Texas at Austin. Beginning with a founding nucleus of 47 colleges in 1978, institutional membership in NISOD has grown steadily during the past six years to now include approximately 170 institutions of higher education located in the U.S., Canada, Puerto Rico, and England. Today, the organization is supported by college membership fees and by grants from the W. K. Kellogg Foundation, the Exxon Education Foundation, the Sid W. Richardson Foundation, and the Minnie Stevens Piper Foundation.

While NISOD's services and activities are eclectic, its mission is singular: to encourage the celebration of excellence in teaching and learning and to support the pursuit of excellence in higher education. To this end, NISOD offers services and programs which address the identification, development, assessment, support, and dissemination of examplary instructional practice.

Publications

Two well-known publications are most readily identified with NISOD. One, *Innovation Abstracts*, is a weekly, single-sheet, practical guide which offers tips on successful practices from across the country, summaries of relevant and current research in teaching and learning theory, and other state-of-the-art information pertinent to practitioners and administrators. In a quick, ten-minute reading, the *Abstracts* provide access to ideas and practices that impact contemporary higher education.

The second publication, *Linkages*, is the organization's bi-monthly newsletter. Designed to address timely activities and events in higher education, the newsletter in its popular *Field Gems* section also highlights special programs and practices from member institutions. To encourage readers to become involved in a professional network, contact people and addresses are included in many of *Linkages'* news items.

A final publication, the HBJ-Media Systems *Series in Creative Teaching*, is a series of thirty auto-tutorial booklets written to provide a pragmatic learning experience for practitioners. Selected titles are *Building Success in the Classroom, Confronting Student Attitudes, Questioning As a Teaching Tool*, and *What Teachers Can Do When Students Have Problems*. In addition to providing the respondent with practical strategies in the given topic area, the series also provides a brief background in the topic's theory and history.

On-Going Programs and Services

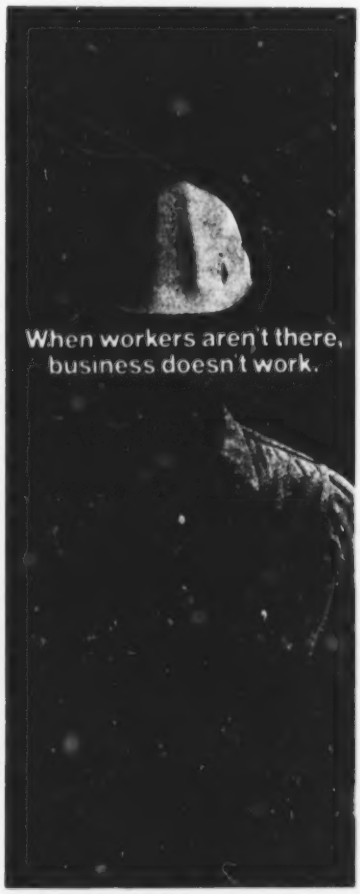
Recognizing that its members' needs are as varied as the institutions themselves, NISOD offers a variety of services personally tailored to address those needs. NISOD responds in several ways when its members seek assistance. One way is by offering free telephone consultation to all member faculty and administrators. Another response is NISOD staff participation in institutions' long-term institutional development programs. Institutions who have sought this service have utilized NISOD staff to plan projects,

evaluate programs and Title III project outcomes, and to develop curricula and programs in areas such as entry level assessment and designing a professional development program. Still another service NISOD offers member institutions is its wide array of workshops and consulting services. Topics include *Responding to the Adult Learner, Leadership Styles,* and *Personalized Competency-Based Curriculum Development.* NISOD staff are also available as experienced keynote speakers for colleges' special events.

A final activity that NISOD offers its member institutions is the annual National Conference on Teaching Excellence, held each May in Austin. Also open to non-member institutions, this celebration of teaching excellence involves experienced practitioners, professional development specialists, college chief executive officers, and nationally-recognized experts in a program designed to examine issues, trends, practices, and values that affect higher education today. The conference program features presentations by master teachers, those outstanding practitioners nominated by their home institutions and selected by NISOD to showcase their activities and programs before a national cross-section of other professionals in education.

For More Information

NISOD invites you to learn more about this organization dedicated to furthering excellence in teaching and learning. For more information, please call or write: Dr. Lynn Burnham, Director, National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, TX 78712, 512/471-7545. □

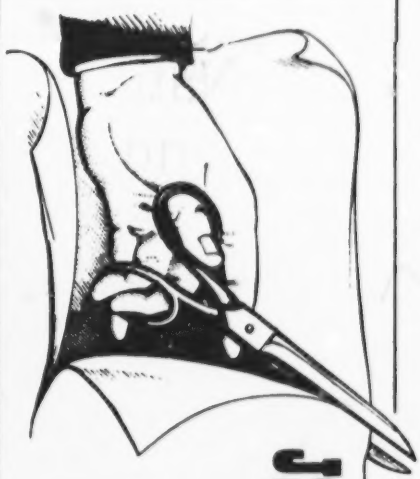


Each year cancer strikes 120,000 people in our work force, and causes our economy to lose more than $10 billion in earnings. Earnings that American workers might still be generating if they had known the simple facts on how to protect themselves from cancer.

Protect your employees, your company, and yourself. . .call your local unit of the American Cancer Society and ask for their free pamphlet, "Helping Your Employees to Protect Themselves Against Cancer." Start your company on a policy of good health today!

AMERICAN CANCER SOCIETY

This space contributed as a public service.



JSPOD ADVERTISEMENT RATES

The Journal of Staff, Program and Organization Development, P. O. Box 876, Stillwater, OK 74076. Classified and display advertising space rates and deadlines sent upon request.

Name_____ Title_____

Institution_____

Address_____

City_____ State_____ Zip_____

1983 AUTHOR INDEX

Anderson, Duane. "New Twist On Old Tool" (PRESCRIPTIONS). 1:2, 56-57.

Anderson, Duane. "When a 'Trust' Relationship is Necessary" (PRESCRIPTIONS). 1:3, 84-85.

Andrews, Hans, and Mackey, Bruce. "Reductions In Force In Higher Education." 1:3, 69-72.

Andrews, Hans, and Marzano, William. "Awarding Facu ty Merit Based on Higher-Level Needs." 1-4, 105-107.

Belker, June. "Practices in Evaluation of Faculty Development Programs." 1:3, 74-78.

Brams, Patricia C. "What Makes Part-Timers Tick?" 1:2, 39-42.

Christenson, Gary D. "Evaluating Faculty and Staff" (REVIEWS). 1:3, 81-82.

Crow, Mary Lynn. "A Practical Handbook for College Teachers" (REVIEWS). 1:4, 110-111.

Day, Philip R. "From Staff to Strategically Focused Institutional Development . . . A Future for SPD." 1:1, 11-14.

Duncan, Mary E. "The Micro Millenium: A Reading Must for Staff Developers" (REVIEWS). 1:1, 25-26.

Easton, John, and Ginsberg, Rick. "Increasing Student Success Early in the Semester." 1:4, 90-95.

Garrison, Don C. "The Time to Institutionalize SPOD is NOW!" 1:3, 79-80.

Ginsberg, Rick, and Easton, John. "Increasing Student Success Early in the Semester." 1:4, 90-95.

Goodale, Susan, and Smith, Al. "Assessing and Responding to the Needs of Teaching Assistants." 1:2, 45-50.

Hammons, Jim, and Watts, Gordon. "Evaluating Part-Time Faculty Performance." 1:1, 18-22.

Mackey, Bruce, and Andrews, Hans. "Reductions In Force In Higher Education." 1:3, 69-72.

Maloy, Robert W. "Cooperation and Conflict in Planning Urban School-System/University Projects." 1:4, 100-104.

Marzano, William, and Andrews, Hans. "Awarding Faculty Merit Based on Higher-Level Needs." 1:4, 105-107.

Nichols, Donald D., and Stuart, William H. "In Praise of Fewer Administrators." 1:2, 32-38.

Nolan, Timothy. "The Staff Development Program: An Institutional Resource for Program Evaluation." 1:2, 43-44.

Owens, Hilda F. "Civil Rights and the Burden of Proof" (CASEBOOK). 1:2, 54-55.

Owens, Hilda F. "Is your institution guilty of oversell?" (CASEBOOK). 1:4, 108-109.

Owens, Hilda F. "Liability in Higher Education" (CASEBOOK). 1:3, 63.

Ratcliff, James L. "Making Inservice Easy, Excellent, and Accessible." 1:4, 96-99.

Schmitz, Glenn A. "Megatrends: Ten Major Trends That Will Shape Our Lives and the Nation" (REVIEWS). 1:2, 51-52.

Short, Larry E. "Participation: The Key Ingredient in Developing Acceptable Student Rating Instruments." 1:3, 64-68.

Smith, Al, and Goodale, Susan. "Assessing and Responding to the Needs of Teaching Assistants." 1:2, 45-50.

Stuart, William H., and Nichols, Donald D. "In Praise of Fewer Administrators." 1:2, 32-38.

Terrell, Roland. "Institutionalizing Staff, Program and Organization Development." 1:1, 6-10.

Watts, Gordon, and Hammons, Jim. "Evaluating Part-Time Faculty Performance." 1:1, 18-22.

Worsley Roger. "20 Tips for Staff Development Programmers." 1:1, 23-24.

1983 SUBJECT INDEX

"A Practical Handbook for College Teachers" (REVIEWS). Mary Lynn Crow. 1:4, 110-111.

"ACCTion Consortium Resource Center" (RESOURCES). 1:2, 53.

"Assessing and Responding to the Needs of Teaching Assistants." Al Smith and Susan Goodale. 1:2, 45-50.

"Awarding Faculty Merit Based on Higher-Level Needs." Hans A. Andrews and William Marzano. 1:4, 105-107.

"Center for Faculty Evaluation and Development" (RESOURCES). 1:1, 5.

"Civil Rights and the Burden of Proof" (CASEBOOK). Hilda F. Owens. 1:2, 54-55.

"Cooperation and Conflict in Planning Urban School-System/University Projects." Robert W. Maloy. 1:4, 100-104.

"The Educational Effectiveness Inventory." Barton R. Herrscher. 1:1, 15-17.

"Evaluating Faculty and Staff" (REVIEWS). Gary D. Christenson. 1:3, 81-82.

"Evaluating Part-Time Faculty Performance." Jim Hammons and Gordon Watts. 1:1, 18-22.

"From Staff to Strategically Focused Institutional Development . . . A Future For SPD." Philip R. Day, Jr. 1:1, 11-14.

"In Praise of Fewer Administrators." Donald D. Nichols and William H. Stuart. 1:2, 32-38.

"Increasing Student Success Early in the Semester." Rick Ginsberg and John Easton. 1:4, 90-95.

"Institutionalizing Staff, Program and Organization Development." Roland Terrell. 1:1, 6-10.

"Is your institution guilty of oversell?," (CASEBOOK), Hilda F. Owens, 1:4, 108-109.

"Liability in Higher Education" (CASEBOOK). Hilda F. Owens. 1:3, 63.

"Making Inservice Easy, Excellent, and Accessible." James L. Ratcliff. 1:4, 96-99.

"Megatrends: Ten Major Trends That Will Shape Our Lives and the Nation" (REVIEWS). Glenn Schmitz. 1:2, 51-52.

"The Micro Millenium: A Reading Must for Staff Developers." (REVIEWS). Mary E. Duncan. 1:1, 25-26.

"The National Institute for Staff and Organizational Development" (RESOURCES). 1:4, 112-113.

"New Twist On Old Tool" (PRESCRIPTIONS). Duane Anderson. 1:2, 56-57.

"Participation: The Key Ingredient in Developing Acceptable Student Rating Instruments." Larry E. Short. 1:3, 64-68.

"Practices in Evaluation of Faculty Development Programs." June Belker. 1:3, 74-78.

"Reductions In Force In Higher Education." Hans Andrews and Bruce Mackey. 1:3, 69-72.

"The Staff Development Program: An Institutional Resource for Program Evaluation." Timothy Nolan. 1:2, 43-44.

"The Time to Institutionalize SPOD is NOW!" Don C. Garrison. 1:3, 79-80.

"20 Tips for Staff Development Programmers." Roger Worsley. 1:1, 23-24.

"What Makes Part-Timers Tick?" Patricia C. Brams. 1:2, 39-42.

"When a 'Trust' Relationship is Necessary" (PRESCRIPTIONS). Duane Anderson. 1:3, 84-85.

The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

THE REVIEW PROCESS

Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

TYPING AND OTHER REQUIREMENTS

1. Submit a self-addressed, stamped postcard so that receipt of the manuscript can be acknowledged.
2. Submit an original and two (2) copies. The original should be typed on 8½ x 11 inch non-translucent white bond. Do not use onionskin or erasable bond.
3. Include an abstract of the manuscript not to exceed 100 words.
4. Double-space the entire manuscript including references, quotations, tables, and figures.
5. Leave generous margins (at least an inch all around) on each page.
6. Give the manuscript a short, informative title.
7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.
8. Number all pages consecutively. Do not place your name on any of these pages.
9. Type references in alphabetical order by the author's last name.
10. Place your name, title, address, institution, and telephone number on a cover page only so that the manuscript can be reviewed anonymously.
11. Use the *Publication Manual* of the American Psychology Association to answer any questions of style and form not covered here.
12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.
13. If you want your original manuscript returned, include a large self-addressed, stamped envelope.
14. Authors bear full responsibility for the proper crediting of sources used in the manuscript and for the accuracy of references, quotations, tables, and figures.

LENGTH AND CONTENT REQUIREMENTS

1. *Full length articles.* Manuscripts should generally not exceed 3,500 words (approximately 14 pages of double-spaced typewritten copy including references, tables, and figures).
2. *Exemplary practice articles.* Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables, and figures). These articles should report on or describe new and/or exemplary practices, programs, techniques, or policies and procedures.

MANUSCRIPT MAILINGS

Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

Gordon E. Watts, Editor
Journal of Staff, Program, and Organization Development
Westark Community College
P. O. Box 3649
Fort Smith, AR 72913

The JOURNAL of
STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

FORUM PRESS, INC.
P.O. Box 876, Stillwater, Okla. 74076 U.S.A.

BULK RATE
U.S. POSTAGE
PAID
STILLWATER,
OK 74076
PERMIT 395

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUN 13 1986